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ABSTRACT

In fall 1992, the Iowa Department of Education began pilot tests of the Comprehensive Adult Student Assessment System (CASAS), an assessment system evaluating reading, math, and problem solving in a life skills context for adult remedial programs. This document provides reports from the nine community colleges that served as test sites, describing the flexibility and feasibility of using CASAS in the state's adult basic skills instructional programs. Following a brief preface, individual reports are provided for Northeast Iowa Community College, North Iowa Area Community College, Iowa Lakes Community College, Iowa Central Community College, Kirkwood Community College, Western Iowa Tech Community College, Iowa Western Community College, Indian Hills Community College, and Southeastern Community College. Collective findings of the pilot projects highlighted in the document include the following: (1) CASAS has a great degree of flexibility and adaptability in a variety of adult basic education classroom environments; (2) there appeared to be a positive gain of 4 to 6 standard score points between pre- and post-testing on the CASAS scale, based on an overall average of 60 to 70 hours of instruction; (3) students appear to perform well with the CASAS system because of its competency-based approach to instruction, curriculum, and assessment; and (4) the CASAS system has direct applicability to critical life and employability skills. (Appendixes provide the CASAS pilot test plan, a CASAS pilot test update, and guidelines for submission of CASAS pilot site reports.) (KP)

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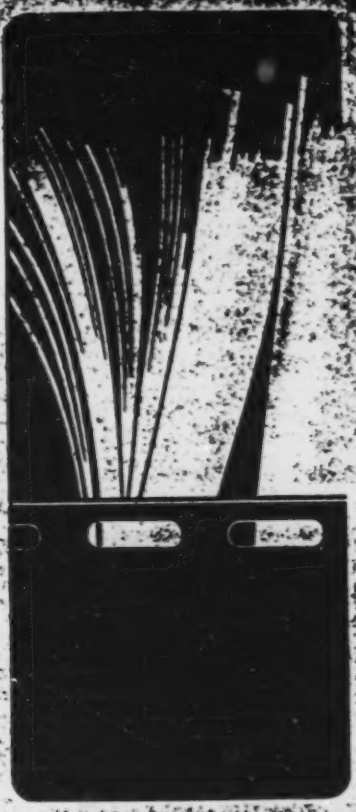

Iowa CASAS Pilot Project Reports

An Initial Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs

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September 1994

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Iowa CASAS Pilot Project Reports

An Initial Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs

Iowa Department of Education
Division of Community College
September 1994

State of Iowa
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Preface

The purpose of the Iowa Comprehensive Adult Student Assessment System (CASAS) Pilot Site Projects was to determine the flexibility and feasibility of utilizing CASAS in a variety of adult basic skills instructional locations coordinated through Iowa's community colleges. A variety of pilot sites and community colleges were chosen to participate in the pilot test activities. The pilot test activities began in the fall of 1992 and are still continuing. This publication contains the reports for all of the CASAS pilot projects. *[See Appendices A, B, and C for background information.]* The community colleges involved in the CASAS pilot projects were:

- **Northeast Iowa Community College**
- **North Iowa Area Community College**
- **Iowa Lakes Community College**
- **Iowa Central Community College**
- **Kirkwood Community College**
- **Western Iowa Tech Community College**
- **Iowa Western Community College**
- **Indian Hills Community College**
- **Southeastern Community College**

The collective perceptions of the pilot project reports indicated:

- CASAS has a great degree of flexibility and adaptability in a variety of adult basic education classroom environments.
- There appears to be a positive gain of 4-6 standard score points between pre and post-testing on the CASAS scale based on an overall average of 60 to 70 hours of instruction.
- The students appear to perform well with the CASAS system because of its competency based approach to instruction, curriculum and assessment.
- The CASAS system has direct applicability to critical life and employability skills.

The community colleges will continue pilot testing of CASAS to insure that CASAS retains the flexibility and adaptability which, to this point, has proven to be effective.

The pilot project reports are divided by the colored divider pages bearing the name of each participating community college. This method allows the reader easy access to any report or appendix.

Northeast Iowa Community College

CASAS PILOT

A353 Project
FY 1993-94

Carried out at Adult Basic Education Sites

Northeast Iowa Community College Downtown Center
Dubuque, Iowa

Northeast Iowa Community College
Spectrum Industries, Decorah, Iowa

Submitted by:

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I. Statement of Problem

In April 1988 Congress enacted legislation calling for using standardized tests to evaluate ABE and ESL programs funded under the Adult Education Act. The Adult Education Amendments of 1988 (Public Law 100-97) and the implementation of regulations of the U.S. Department of Education (August 1989) require that the results of standardized tests be used as one indicator of program effectiveness. The 1990 federal regulations stipulate that at least a third of local programs applying for state ABE funding must be evaluated through the use of standardized tests.

In the area of adult literacy there has been a need for accurate measure of individual progress that links to national trend data for determining long-term impacts of programs. It is also important to link individual progress and national trend data to functional levels. This type of information is critical when looking at long-term impacts of adult literacy programs.

Reporting requirements require the administration of a formal test at the beginning of an instructional program to measure learner progress and program outcome. Tests for reading comprehension and vocabulary in addition to basic mathematics have been utilized. Commercially produced tests currently in use produce grade-level equivalents. Grade level equivalents can be humiliating to victims of past school failure and are not a useful measure of how adults perform in a meaningful life skill context.

In ABE programs, survival skills are stressed in addition to basic reading and math. Examples of survival skills are interpreting job applications, price comparison, using maps, and completing medical history forms. Use of a formal assessment tool which matches instructional content and test content is meaningful particularly in the area of practical skills.

II. Need for Project and How Need Was Identified

According to America 2000: An Education Strategy, "Education is not just about making a living; it is about making a life." The need to give adults the practical life skills they need for work, civic needs, home and family, and self-esteem is paramount to the ABE program.

Adults have varying goals and tend to stay with their program if instructional objectives are taught in concert with learners' goals. The basic skills (listening, writing, reading, speaking, and computation) are "enabling skills" which enable the student to learn the practical "life skill."

The need to teach basic skills in a life-skills context is evident. A system which provides a framework for identifying students' functional life skill needs and instructional levels, focuses instruction on meaningful contexts, and offers an assessment tool which demonstrates learners basic skill growth on a common scale is desirable.

Current assessment tools available to NICC's ABE teachers do not effectively evaluate applied use of reading, math and problem solving in a life skills context for programs below the GED level..

The Comprehensive Adult Student Assessment System offers these components and is worthy of a trial to determine effectiveness and appropriateness for Iowa's Adult Basic Education students.

III. Philosophical Basis for Pilot Project

Teaching should be offered "in context," that is, students should learn content while solving realistic problems. "Learning in order to know " should not be separated from "learning in order to do."

Improving the match between what work requires and what students are taught requires changing how instruction is delivered and how students learn..... students often learn best in groups, and knowledge is related to real problems. The preceding statements are based upon the experience of schools, districts, and states advancing toward high-performance schooling, and are taken from **Learning a Living: A Blueprint for High Performance;** Executive Summary, A SCANS Report For America 2000, U.S. Department of Labor, April, 1992.

"People generally remember 90% of what they say as they perform a task or go through the real experience"; taken from Dole's "**Cone of Experience**," Raymond T. Wimon, **Educational Media**, Charles Merrill Co., 1969, Columbus, Ohio.

Oregon Study

A multi-agency state task force recommended that the basic skills assessment of Oregon's welfare clients participating in new reform programs meet several requirements: assess reading and math in a functional rather than academic context, be adult oriented, focus on employability skills, and be easily administered. Oregon contracted with CASAS to provide a functional basic skills assessment system for reading and math, which Oregon named BASIS (Basic Adult Skills Inventory System).

Implementation of CASAS started with seven welfare reform pilot sites and has expanded to include all welfare projects. State corrections began using CASAS assessment in its four main facilities in January 1990 and has expanded to include all state facilities. Nine JTPA agencies use CASAS in youth and adult programs. Eleven of 16 community colleges are implementing CASAS.

The Oregon Study used a comparison group design with programs that had implemented key elements of CASAS and programs that used the assessment system only for reporting purposes.

The results indicate that after approximately 70 hours of instruction, students enrolled in programs that implemented the key elements of CASAS achieved higher average gains than the comparison group. For Reading, CASAS implementors reported a mean gain of 8.1 points (SD=6.7; n=54), while CASAS non-implementors reported a mean gain of 6.9 points (SD=5.6; n=32). For Math, CASAS implementors recorded a mean gain of 12.2 (SD=9.3; n=161) and non-implementors recorded a mean gain of 7.9 (SD=7.5; n=50)

North Carolina Study

Rockingham Community College (RCC) in North Carolina took a leadership role in implementing the key elements of CASAS in its county-wide adult literacy program and adult education programs offered at various learning centers and in the workplace. RCC determined that the CASAS system represented the greatest innovation for increasing student learning gains, persistence in program, and goal attainment (GED).

The preceeding study summaries taken from **CASAS: An Application.** Submitted to the Program Effectiveness Panel of the National Diffusion Network, U.S. Department of Education, January, 1993.

IV. Target Population Served and Number of Participants Served by the Project

NICC's Pilot sites were located in an urban learning center (Downtown Dubuque, Iowa) serving ABE/GED learners and Spectrum Industries, a sheltered workshop offering pre-employment skills and job training for 70 mentally challenged adults in Decorah, Iowa. Since these are two separate projects by site location and learner needs, the site reports will be separate.

A. Spectrum Industries Pilot

NICC facilitates ABE programming for 50 adult learners in cooperation with Spectrum Industries. This cooperative relationship has been in existence for twenty years.

One and the same teacher was involved in this pilot site for the entire year. A total of sixteen (16) ABE Level I learners participated in the pilot project.

Factors for identifying participants were 1) the learner wanted to participate and did so voluntarily and 2) basic skills or life skills were identified as a goal on the participants individual program plan (IPP). IPP's are reviewed every six months with the teacher and learner as an active participant of the IPP team. The sixteen learners involved in this pilot site were randomly selected by the teacher.

CASAS assessment instruments used were:

Tests for Special Populations Locator, Form 350
Level AA and Level AAA

Life Skills Appraisal Form 30

Life Skills Survey Achievement Tests
Reading Level A, Form 31 & 32
Reading Level B, Form 33 & 34
Math Level A, Form 31 & 32
Math Level B, Form 33 & 34

CASAS materials correlated to Level B, A, AA were selected. Commercial materials which were especially applicable to teaching reading and math in the life skills context were:

Working Makes Sense	Fearon/Janus/Quercus Publishers
Mark Your Calendar	Fearon/Janus/Quercus Publishers
Reading and Following Recipes	" " " "
The Bank Book	Frank E. Richards Publishing
News For You	New Readers Press
Moving Up in Money(for AA level)	DLM Publishers

Real life objects and materials were incorporated into the curriculum as much as possible. Students at the A - AA - AAA - levels relate best to demonstration, " show and tell," with concrete objects. Real money, calculators, measuring utensils, colored water were used when teaching and applying math skills. Students brought their own recipes. A field trip to Hardees produced samples of small, medium and large containers as well as menus for hands on learning.

CASAS materials are limited for the A - AA - AAA - AAAA level learner. Curriculum materials must be developed by the teacher to meet student needs. This takes time and a dedicated storage area.

Cooperation from Spectrum Industries administration was excellent. The agency director indicated a desire to implement the assessment for new clients. Approval has been given to continue CASAS assessment with present clients on an annual basis. The CASAS assessment results would be incorporated into the Individual Program Plan on an annual basis. Student Profile would give direction for the clients' goals.

Results of Pre and Post Testing are Documented by CASAS Levels

The students were grouped as a result of CASAS assessment and curriculum designed to meet their goals at each level.

RESULTS READING

Level	# Enrolled start date	# Enrolled end date	#Scheduled Instructional Hours	Average Hrs in Attendance pre/post	Average Gain on CASAS scale	Range of Hours Attended	Pre Test Range	Post Test Range
B	8	8	78	75	Pre 211 Post 216.5 Gain +5.251	66-78	198-222	209-222
A	3	3	78	76.5	Pre 197 Post 197 Gain 0	72-78	194-202	194-202

The teacher stated that two students in A group seemed to rush through tests without thinking. She stated test results may be skewed because of this attitudinal barrier.

RESULTS MATH

Level	# Enrolled start date	# Enrolled end date	#Scheduled Instructional Hours	Average Hrs in Attendance pre/post	Average Gain on CASAS scale	Range of Hours Attended	Pre Test Range	Post Test Range
B	4	4	78	74.25	Pre 204 Post 210 Gain 6	66-78	192-216	205-214
A	7	7	78	76.5	Pre 190.7 Post 190.57 Loss 0.13	72-78	182-204	184-197

RESULTS AA

Level	# Enrolled start date	# Enrolled end date	#Scheduled Instructional Hours	Average Hrs in Attendance pre/post	Average Gain on CASAS scale	Range of Hours Attended	Pre Test Range	Post Test Range
AA	2	2	78	77	+14	75-78	186-190	195

RESULTS AAA

Level	# Enrolled start date	# Enrolled end date	#Scheduled Instructional Hours	Average Hrs in Attendance pre/post	Average Gain on CASAS scale	Range of Hours Attended	Pre Test Range	Post Test Range
AAA	3	3	78	77	+2	75-78	160-182	163-184

B: Dubuque Learning Center/Promise Jobs Pilot Site

The Dubuque Downtown Learning Center provides comprehensive instruction in basic skills and survival skills. GED preparation is offered. One-to-one tutoring is available for low ability readers. English as a Second Language (ESL) is also offered. NICC cooperates and coordinates with the Iowa Department of Human Services (DHS), DES Workforce Center and JTPA to serve Promise Jobs clients. Promise Jobs clients may be required to attend basic skills instruction for twenty hours per week. These clients without a high school diploma also lack job seeking skills, parenting skills and essential life skills. This group of learners seemed to be ideal for the CASAS Pilot study.

Two teachers were involved in the Promise Jobs Pilot Project. Twenty-four (24) learners in ABE Level I and II participated.

CASAS Assessments utilized were Life Skills Appraisal Form 30 and Life Skills Survey Achievement tests Reading and Math, Forms 31-38.

Dubuque Learning Center Promise Jobs

Levels B & C	# enrolled start date	# enrolled end date	# scheduled instructional hours	Average Hours in Attendance Pre-Post	Average Gain on CASAS Scale Reading	Average Gain on CASAS Scale Math	Range of Hours Attended	Pre-test Range Reading	Pre-test Range Math	Post-test Range Reading	Post test Range Math
Group I Laurie May-Aug '93	10	6	120	78	8.3	7.0	54-106	210-230	204-214	220-235	214-221
Group II Carlotta Sept-Dec '93	9	8	83	54	-.1	4.5	30-83	220-241	217-235	232-238	204-243
Group III Carlotta Jan-May'94	5	3	190	106	2.5	7.25	56-186	229-235	218-223	235-236	222-229

Materials

CASAS materials were selected from various sources. Materials from commercial publishers which were particularly useful in teaching math and reading in the functional life skills context in concert with learners goals are listed below.

Contemporary Publishing

Competency	Text	Life Skill
2.5.8-3	PreWriting and Language	Business Letters/Vocabulary
1.9.3-3	Pre Math I & II	Interpret measurement, mileage, graphs
1.9.4-2	Pre Social Studies	Maps, directional words
1.1.3-2	Essential Skills for Workplace	
5.4.1-1	1. Using Forms & Documents	Income tax forms
1.1.7-5	2. Obtaining Information and Using Resources	Weights and measures

Work Wise "Tactics for Job Success"
Ready to Work-"Winning at the Job Game"
Reading and Math Skills That Work 1 & 2

	Interview Process
4.1.2-1	Job Applications
4.1.3-2	Job Opportunities
1.2.1-4	Interpreting Labels
3.4.1-3	Interpreting Charts
	Estimating

2.1.1 Communications Skills That Work using phone book labels & lists

STECK VAUGHN PUBLISHING

Life Skills for Today's World
Values Library Series: Responsibility, Positive Thinking, Goals
Maps & Graphs

MACMILLAN

Daily Oral Language Letters, memos

PLATO computer software by TRO Learning, Inc. (see attachment 6)
NICC's Downtown Center has the PLATO System as tutorial instruction. Learners were encouraged to utilize this software.

REAL LIFE MATERIALS

Real life materials/objects were utilized in facilitating instruction on a daily basis and are listed below:

TV News Game by United Learning
Phone Book: see attachment 4
Newspaper: see attachment 5
Bank Deposit, withdrawal forms
Checkbook register
Bus schedule
Menus
Coupons
Iowa Landlord & Tenant Handbook
for Interpretation of Information for Legal Aid
Maps, (city, Iowa & U.S.)

Job Application forms from hospital, city, industry
Letters from child's school
Videos from Medical Associates Health Education Series
Video: Exploring Non-Traditional Occupations for Women: Is This Job For You
Driver's Education Manual for signs and directions
M & M Candy - attachment 1
Measuring cups & colored water - attachment 3

Field trips were correlated to curriculum as experiential learning. Students visited the bank, drug store, newspaper, library, gas station, arboretum and art gallery.

All CASAS materials are adaptable in some form for the clients.

Both teachers stated that real life materials are best as they focus the student's interest and make a lasting impression. Gathering appropriate materials takes effort, time and requires a dedicated storage space. Both teachers stated that it is worth the extra effort. (attachment 1 & 3)

V. Anecdotal Observations

Several students commented that they liked working together as opposed to working alone. Small group instruction was implemented and carried out through the entire pilot project (attachment 7)

Students also liked the fact that the teacher "explained problems until we understand it." Another positive comment was that the "teacher explained things in detail." This is the mastery approach or competency based education philosophy. Several students recognized what was happening and commented positively (see attachment 7-Taking Stock).

Teachers sometimes felt that group progress was moving so slowly that it was almost at a standstill. Math concepts in particular were reviewed again in two weeks with opportunity for application in order to monitor progress.

Most learners had difficulty in distinguishing fact from opinion, and drawing conclusions. Interpreting newspaper articles or materials with graphs, scales, numerical values or technical vocabulary was always a challenge. It was necessary to present vocabulary building skills.

Learners did not wish to spend time studying a topic unless they saw application or "felt a need". They resisted going to the gas station and "spaced out" when math curriculum on figuring miles per gallon and price comparison was presented. The teacher discovered that the learners did not own automobiles. This is an example of the need for developing curriculum and instruction which is learner centered, i.e. based on learner goals.

One teacher approached each competency with a real life situation before introducing the process. Checkbook balancing, grocery shopping, and parking costs were used as illustrations for addition and subtraction. Unit pricing was used as an illustration for multiplication and division. (see attachment 2)

Brainstorming and clustering proved to be a big help in stimulating creativity and problem solving/thinking skills. These learners were not comfortable thinking beyond "spitting up facts." Learners needed a non-threatening environment in order to stretch and expand their ideas. By working together as a group the first few times, they gained the self confidence needed to go on independently. Brainstorming problems became easier. They soon became excited when presented with a new challenge.

Promise jobs clients come to the Learning Center with histories of failure in the academic areas. The first task was to build self confidence. The mastery approach was used and the competency was reviewed until most of the students felt comfortable in applying the concept. One student commented that "I learned to have faith that I can do it!"

The insurmountable barrier was consistent attendance. Promise Jobs learners are indeed "students at risk." These adults are usually single parents with ongoing family problems. Barriers to attendance included illness, illness in the family, death, divorce, housing problems, frequent moving, child care problems, and domestic abuse. Students dropped in and out in spite of efforts to link them with support agencies. This contributed to slow progress and small gains on the scale score. Dubuque does not have an affordable child care center in the Downtown vicinity. Progress is being made to secure such a facility for both alternative high school and Promise Job participants.

The teacher located at Spectrum Industries Sheltered Workshop site stated the need to be aware of medications which might affect learner performance. Skewed test results might be related to new prescription medications or medication inbalance. Explore such possibilities if test results are suspect.

BASIC SKILLS

MATH

Competency Objective:

6.3 Computer using fractions
6.4 Compute with percents
Level B - C

Objective: Teach addition and subtraction of fractions or percents. Comparing of fractions can also be taught.

Presentation:
1. Give each student an individual package (or a large spoonful from a family size package) of M & M candy.
2. Each student will count the number of pieces in his or her package. Example 16 - They have now determined the denominator /16 or bottom number.
3. Count the number of each color.

Example:	red	4	4/16
	brown	1	1/16
	orange	2	2/16
	yellow	6	6/16
	tan	1	1/16
	green	2	2/16

4. Add the numerators - 16/16 = 1 whole package or 100% if you're doing the percent (%) exercise.
5. You can go back and reduce 4/16 = 1/4, 2/16 = 1/8, 6/16 = 3/8
6. You can change all fractions to percent - 1/4 = 25%
7. Add 2 colors together, 3 colors - compare color, etc.
8. Look at the numerator - What can you tell? The bigger the numerator - the greater the percent - the closer you are to the whole

This exercise provides visual, tactile, reasoning, and cooperative learning. The added bonus is - it ends with a treat!

Submitted by
Carlotta Schmidt
CASAS/Promise Jobs Class

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BASIC SKILLS

MATH

Competency Objectives:

1.2 Apply principles of comparison
6.1 Compute using whole numbers
6.6.6 Calculate with units of time
Level B-C

Presentation: Cost of parking in downtown Dubuque - CASAS class meets at the NICC Downtown Center-Compare ramp parking cost with meter parking.

Meter Cost		Ramp/Garage
1 hour 40 min	.25	$.25 for each hour up to 2 hours
40 min.	.10	$.45 every hour thereafter
20 min.	.05	

Students study 4 hours a day at center and must pay for 4-1/2 hours because they must allow time to walk to and from class.

Meter

Add	$.25	for	1 hour and 40 minutes
	.25	"	1 hour and 40 minutes
	.25	"	1 hour and 40 minutes
	$.75		3 hours and 120 minutes (convert to hours)
			120 minutes is equal to 2 hours

Ramp/Garage

$.25	Savings	$1.85
.25	less	.75
.45		
.45		$1.10 per day
.45		per week ?
		per month?
$1.85		

Submitted by
Carlotta Schmidt
CASAS/Promise Jobs Class
December 1993

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NORTHEAST IOWA
COMMUNITY COLLEGE

Level AA

LIFE SKILLS COMPETENCY

1.1 Using Weights, Measures, Measurement Scales and Money

1.1.7
1.1.4 GOAL: The student will interpret liquid measurements (Volume)

Materials: 1 glass cup
1 pitcher of water. Use food coloring to make water more visible.

OBJECTIVE 1: To be able to identify one cup.

Demonstrate filling cup to the 1 cup line.
Have each student fill cup to the 1 cup line.

Worksheet 1

Circle 1 cup in each row.

Submitted by:
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Spectrum Industries
January 1994

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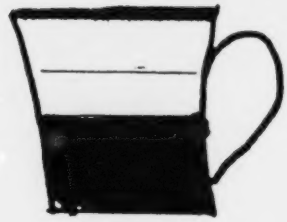
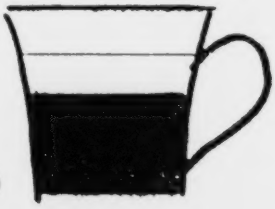
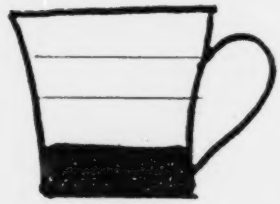
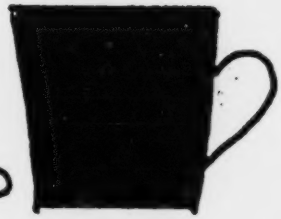
1 cup

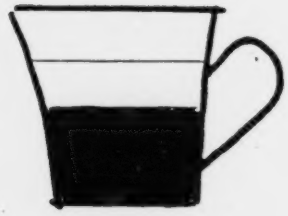
1 cup

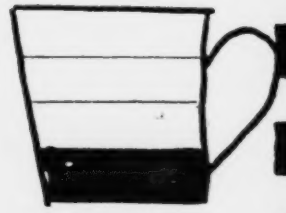


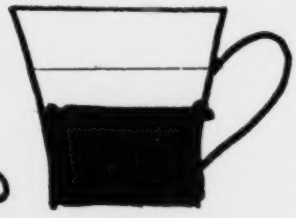
1 cup 

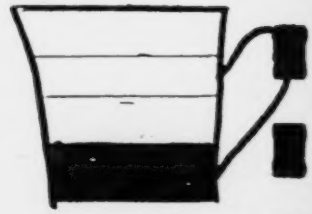


1 cup 





1 cup 



CASAS

TEST CONTENT BY ITEM #3, #9, #10, #16, #17

CLASS PROFILE #3, #5, #10, #14, #15, #16, #17

Form 31, Level A Reading

TELEPHONE BOOK (Yellow & White, 1993-94)

Emergency numbers - Inside the front cover

Table of Contents - page A1

Long Distance Phone Call - page A18

Area Codes & Time Zones Map - page A21-A22

Crisis Numbers - page A24

Consumer Tips - B1,2,&3

Blue	Table of Contents for Government Listings - Blue pages	
Green	Newcomer Information & Voter's Registration	E213
Green	Dubuque Street Guide	E220-221
Green	Dubuque Map	E216-217
Green	Iowa Zip Codes	E223-224
Yellow	Emergency Preparedness Information(lst yellow)	E225-226
Yellow	Index to yellow	page E2-27

Calendar - last page and page before green section

Solid Waste Collection - inside back cover

Landfill Disposal Fees - inside back cover

submitted by: Laurie Nolan
CASAS/Life Skills
NICC/Promise Jobs

CLASS PROFILE

Adult Life Skills
Form 31- Reading
Level A

Student Names

			Appraisal Score
			Raw Score
			Scaled Score
1	Interpret Clock Time	5	
2	Transportation Signs	4	
3	Telephone: Area Code	4	
4	Count Coins: $1	4	
5	Interpret Signs: Telephone	4	
6	Interpret Labels: Price Tag	4	
7	Job Applications: Social Security #	1	
8	Interpret Appointment Card	2	
9	Interpret Maps: Mileage	2	
10	Identify Emergency Number	4	
11	Interpret Symptoms of Illness	3	
12	Highway Signs	4	
13	Highway Signs	4	
14	Ask/Follow Directions: City Map	2	
15	Ask/Follow Directions: City Map	2	
16	Interpret Calendar: Months and Days	2	
17	Interpret Calendar: Months and Days	2	
18	Address Envelope	4	
19	Address Envelope	4	
20	Interpret Symptoms of Illness	3	
21	Count Coins	4	
22	Interpret Food Labels: Price	4	
23	Product Labels: Directions/Warnings	3	
24	Product Labels: Directions/Warnings	3	

*TASKS

1) Fill-in-the-blank
2) Charts, maps, consumer billings, matrices, graphs, or tables
3) Stories, articles, paragraphs, sentences, directions or pictures
4) Signs, price tags, advertisements, or product labels
5) Measurement scales or diagrams
6) Selection of correct picture response from oral cue

CASAS

CASAS

TEST CONTENT BY ITEM

Form 31 - Level A Reading - *Adult Life Skills*

Individual Profile

Name _____ Site _____ Date _____

ITEM		CASAS CODE◆	THE LEARNER WILL DEMONSTRATE THE ABILITY TO
1	☐	2 3 1 5	Interpret clock time
2	☐	2 2 2 4	Recognize and use signs related to transportation
3	☐	2 1 1 4	Use the telephone directory and related publications to locate information
4	☐	1 1 6 4	Count, convert, and use coins and currency and ($) and ( )
5	☐	2 5 4 4	Read, interpret, and follow directions found on signs and directories
6	☐	1 2 1 4	Interpret advertisements, labels, or charts to select goods and services
7	☐	4 1 2 1	Interpret job applications, resumés, and letters of application
8	☐	3 1 2 2	Identify information necessary to make or keep medical and dental appointments
9	☐	1 9 4 2	Interpret maps
10	☐	2 1 2 4	Identify the procedures to locate emergency numbers and to place emergency calls
11	☐	3 1 1 3	Interpret information about illness, including description of symptoms and doctor's directions
12	☐	2 2 2 4	Recognize and use signs related to transportation
13	☐	2 2 2 4	
14	☐	2 2 1 2	Ask for, give, follow, or clarify directions
15	☐	2 2 1 2	
16	☐	2 3 2 2	Identify the months of the year and the days of the week
17	☐	2 3 2 2	
18	☐	2 4 1 4	Address letters and envelopes
19	☐	2 4 1 4	
20	☐	3 1 1 3	Interpret information about illness, including description of symptoms and doctor's directions
21	☐	1 1 3 4	Count, convert, and use coins and currency
22	☐	1 6 1 4	Interpret food packaging labels
23	☐	3 4 1 3	Interpret product label directions, warnings, danger signs, and symbols
24	☐	3 4 1 3	

◆ The first number represents **Content Area**: 1 = Consumer Economics 2 = Community Resources 3 = Health 4 = Occupational Knowledge 5 = Government and Law 6 = Computation. The **second** number represents **Competency Area**. The first three numbers represent a specific **Competency Statement**. See the Curriculum Materials Guide for training resources linked to this three digit code. The **fourth** number represents **Task Area**: 1) Fill in the blank 2) Charts, maps, consumer billings, matrices, graphs or tables 3) Stories, articles, paragraphs, sentences, directions or pictures 4) Signs, price tags, advertisements or product labels. 5) Measurement scales or diagrams 6) Selection of correct picture or aural response from oral cue

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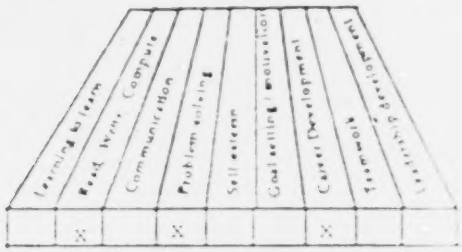
Competency: 4.1.3-4
Identify and use sources of information about job opportunities such as job ads and Help Wanted Classified page

OBJECTIVES: Given Employment ads from newspaper
the student will be able to...

1. Understand abbreviations used in ad page
2. Scan employment ad page for position for which they are qualified.
3. Identify two jobs for which they might apply.
4. Use keyword list to identify job category.

Workplace skills reinforced in learning activities:

Career development
Read Write Compute
Problem Solving



		x		x

Basic skills:

Level:	A	B	C	D
Listening:				
Speaking:				
Reading:		x	x	
Writing:				
Computing:				

Topic/Competency: Identify and use sources of information about job opportunities such as job description and job ads.

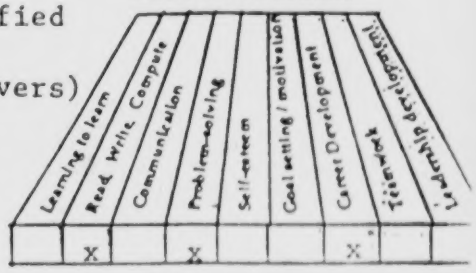
Materials needed: Handouts attached (√) [x]

Abbreviation/Acronym list
Vocabulary
Classified page

Description of activity: Estimated time: ___ minutes

*Students will be given a newspaper.
*Check index on front to identify section for classified ads 6D & 7D
*Search keyword list for area of interest (truck drivers) - transportation
*Scan for qualifications
*Interpret abbreviations/acronyms

Workplace skills reinforced:



Participants: Most successfully used with *CASAS* level(s): *(circle all that are appropriate)*

A B C D ESL multileveled

Group size: 15 Individual: (√) [x]

Special notes:

Space required:

Outcomes/evaluation:

Student will identify 2 jobs for which he/she is qualified and which meet his/her needs.

Resources: *(i.e. community personnel, publications, etc.)*

Dubuque Telegraph Herald

Submitted by: Mary L. Strom
Phone: 557-8271

Instructional site:
City:

PURPOSE: LEARN TO USE CLASSIFIED ADS

WORKING IT OUT

LOCATE: Where can you find ads for truckers?

Is the name of the company listed?

UNDERSTAND:

What qualifications are they asking for?

What experience are they asking for?

When is the job available?

APPLICATION:

Select a job from the ad section for which you will apply.

Why do you want this job?

Do you meet required qualifications?

How will you apply?

Mary L. Strom
NICC
3/23/94

VOCABULARY

	MEANING
"Apollo" Knowledge	_____
pallet jacks	_____
"solos" welcome	_____
Compensation	_____
commission	_____
verifiable	_____
technician	_____
layover	_____
flatbed	_____
"reefer" driver	_____
suspensions	_____
Sign-on bonus	_____
fuel bonus	_____
guaranteed	_____
Orientation Compensation	_____
Satellite communications	_____
Verbal" skills	_____

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Abbreviations/Acronyms

The following chart can help you understand common abbreviations used in help-wanted classified ads.

Abbreviation	Meaning
CST	_____
CDL	_____
C/O	_____
DOT	_____
EOE	_____
EXP.	_____
MVR	_____
MI.	_____
OTR	_____
LBS.	_____
M-F	_____
HAZ-MAT/DOT	_____
HAZMAT	_____
YR.	_____
401K	_____
W/NO	_____

Overview

An exciting new implementation of PLATO is now available. TRO Learning, Inc. has aligned the life skills lessons from the PLATO curriculum to the Comprehensive Adult Student Assessment System (CASAS) life skills competencies and test levels. As a result, four PLATO learning programs are now available which provide an efficient and effective instructional approach based on the results of CASAS assessment that meets the educational needs of learners.

After the learner's skill level is determined by CASAS assessment, the learner can be enrolled into the appropriate PLATO program at the level of instruction that best matches the learner's skills. Each program features life skills lessons, as well as lessons in math reading and language arts which have been sequenced for acquisition of foundation skills in those subject areas.

The PLATO/CASAS alignment, or crosswalk, was developed by TRO Learning, Inc. educational specialists and reviewed by CASAS staff to ensure that the PLATO lessons selected for the "Life Skills" component in each of the four programs match CASAS life skills competencies and are life skills based.

Implementation Description

The scoring and interpretation of the CASAS tests will provide the information to help instructors determine the appropriate PLATO program in which to enroll learners. The CASAS Assessment System measures functional basic skills which are calibrated to scores ranging from below 150 to over 250. CASAS identifies basic skill functional levels as follows:

Below 200 Participants functioning below 200 have difficulty with basic literacy and computational skills necessary to function in employment and in the community. These participants have difficulty providing basic personal identification in written form, are not able to compute wages and deductions on paychecks, and cannot follow simple written directions. This is identified as the A Level.

200-214 Participants functioning between 200 and 214 have low literacy skills and have difficulty pursuing other than entry level programs requiring the learner to demonstrate basic reading and math skills. They can fill out simple job application forms and can demonstrate basic computations. This is identified as the B Level.

214-224 Participants functioning between 215 and 224 are functioning above a basic literacy level and are able to handle basic literacy tasks and basic computational skills in a functional setting. They have difficulty following more complex sets of directions and are functioning below a high school level. This is identified as the C Level.

225+ Participants functioning at or above 225 can function at a high school entry level in basic reading and math. If they do not have a high school diploma, they can profit from instruction at the high school level. They can usually perform work that involves following oral and written directions in familiar and some unfamiliar situations. Those participants 18 years of age and older can profit from instruction in General Educational Development preparation and, in a short time, have a high probability of passing the GED test. This is identified as the D Level.

PLATO lessons have been correlated to the skills identified in each of the four CASAS levels: A, B, C and D. Each level contains appropriate PLATO courses which are called "foundation skills". PLATO course assessment tests and lesson objective mastery tests are included in the foundation skills sections of each level which will further diagnose and prescribe appropriate PLATO lessons for each learner.

Each level also contains specific PLATO lessons which have been correlated to the CASAS life skill competency content areas and are entitled as such. The CASAS content areas are:

1. Consumer Economics
2. Community Resources
3. Health
4. Occupational Knowledge
5. Government and Law
6. Computation
7. Lifelong Learning
8. Domestic Skills

After the CASAS Life Skills Appraisal Test has been scored, the participant can be enrolled in the appropriate Level on the PLATO System based on their score level. For example:

CASAS Score:	Enroll Learner in:
Below 200	platoa
200-214	platob
215-224	platoc
225+	platod

Prior to enrolling students in any of the four PLATO Programs listed above, PLATO routing activities must be built on the PLATO System according to the sequence in the PLATO Programs section of this Implementation Guide. A TRO Learning, Inc. Education Specialist will assist you with this development effort upon request.

SUMMARY

To implement this program, follow these steps:

1. Build the four PLATO Routing Activities (platoa, platob, platoc and platod) on the PLATO System

2. Score the CASAS tests

3. Enroll the learner into the appropriate PLATO Program based on their CASAS test score

4. The student may begin building their *foundation* skills in PLATO reading, math, or language arts courses, or may study the *life skills* lessons crosswalked to the CASAS life skill competencies. *Foundation* and *life skills* activities are identified appropriately in each PLATO Routing Activity Program.

PLATO A Skills Program

Student Menu	PLATO Routing Activity
PLATO A Skills	**platoa**
a. Foundation Reading Skills	**reada**
a. Reading Horizons	)rh

PLATO B Skills Program — 5-5

Student Menu	PLATO Routing Activity
PLATO B Skills	**platob**
a. Foundation Math Skills	**mathb**
a. Basic Number Ideas	blma1
b. Addition	blma2
c. Subtraction	blma3
d. Multiplication	blma4
e. Division	blma5
b. Foundation Reading/Language Skills	**readb**
a. Making New Words, Part 1	blra1.1
b. Understanding New Words, Part 1	blra2.1
c. Understanding What You Read, Part 1	blra3.1
d. Parts of Speech, Part 1	blla1.1
e. Building and Using Sentences	blla2
f. Word Usage	blla3
g. Capital Letters and Punctuation	blla4
c. Life Skills	**casasbskills**
a. Consumer Economics	**consumerb**
a. Understanding/Using Words Rev. App	blr20412
b. Using What You've Learned	bll5g
c. Addition Review Application	blm2il2
b. Community Resources	**communityb**
a. Addition Review Application	blm2il2
b. Subtraction Review Application	blm3gl2
c. Problem Solving 2	blm4o
d. Writing Personal and Business Letters	bll5a
e. About Addresses and Return Addresses	bll5b
f. Problem Solving 1	blm3h
g. Multiplication Review 2 Application	blm4il2
h. Division Review 2 Application	blm5ll2
i. Parenting Skills	parentcw
c. Occupational Knowledge	**occupationb**
a. Making Letters Look Right Review	bll5a
b. Letter of Application	bll5d
c. Filling Out an Application	bll5e
d. Giving the Employer the Correct Info	bll5f
e. Practicing Interviews	jsp115
f. Problem Solving 2	blm4o
g. Division Review 2 Application	blm5ll2
h. Problem solving 3	blm5m
i. Making Better Job Choices	ll6al2

PLATO B Skills (continued)

	j.	Handling Job Problems	ll6al3
	k.	Negotiating and Waiting It Out	ll6al4
	l.	Co-Workers	ll6al5
	m.	How to Make Your Job Go Well	ll4al1
	n.	How to Handle Hassles	ll4al2
	o.	Only Feelings	ll4al3
	p.	Try It Yourself	ll4al4
	q.	Personal Computers for Personal Uses	hc3al1
	r.	Computers and Business	hc4al1
d.	**Computation**		**computationb**
	a.	Addition, Review	blm2i
	b.	Subtraction Review	blm3g
	c.	Multiplication Review 2	blm4n
	d.	Division Review 2	blm5l
	e.	Problem Solving 2	blm4o
	f.	Problem Solving 3	blm5m
	g.	Problem Solving 4	blm6s
e.	**Domestic Skills**		**domesticb**
	a.	Setting Limits: Real-Life	ptf5

NOTE: The PLATO assessment test are included in each of the PLATO foundation skills routing activities.

PLATO C Skills Program

Student Menu

PLATO Routing Activity

PLATO C Skills — **platoc**

a. Foundation Math Skills — **mathc**

- a. Basic Review — mathreviewc
  - a. Problem Solving 1 — blm3h
  - b. Problem Solving 2 — blm4o
  - c. Problem Solving 3 — blm5m
- b. Fractions — blma6
- c. Decimals — blma7
- d. Ratio/Proportion/Percent — blma8
- e. Geometry and Measurement — blma9
- f. Basic Number Ideas — alma1

b. Foundation Reading/Language Skills — **readc**

- a. Making New Words Part 2 — blra1.2
- b. Understanding New Words Part 2 — blra2.2
- c. Understanding What You Read Part 2 — blra3.2
- d. Thinking About What You Read Part 1 — blra4.1
- e. Thinking About What You Read Part 2 — blra4.2
- f. Judging What You Read — blra5
- g. Mechanics — alwa1
- h. Grammar — alwa2

c. Life Skills — **casascskills**

- a. Consumer Economics — consumerc
  - a. Area Measurement — blm9g
  - b. Measurement — alm5
  - c. Measurement in Physics — als2a
  - d. Location — alss1a
  - e. Physical Features — alss1b
  - f. Population Distribution — alss1c
  - g. Environment — alss1d
  - h. Linear Measurement — blm9f
  - i. Volume and Capacity Measurement — blm9h
  - j. Measurement Review — blm9i
  - k. Problem Solving 4 — blm1a
  - l. Decimals Review Application — blm8el2
  - m. Ratio/Proportion/Percent — blm8
  - n. Using Basic Number Ideas — alm1b
  - o. Problem Solving 6 — blm8f
  - p. Decimals Review Application — blm7fl2
  - q. Multiplication/Division Review Application — blm6rl2
  - r. Location — alss1a
  - s. Physical Features — alss2a

PLATO C Skills (continued)

b.	**Community Resources**	**communityc**
a.	Cover Letters	jspl8
b.	Culture	alss3a
c.	Colonization	alss5a
d.	Quest for Equality	alss5g
e.	Parenting Skills	parentcw
c.	**Occupational Knowledge**	**occupationc**
a.	The Resume	jspl5
b.	Parts of a Resume	jspl6
c.	Writing a Resume	jspl7
d.	Completing Application Forms	jspl9
e.	Making a Good Impression	jspl11
f.	The Seven-Stage Interview	jspl12
g.	What Interviewers Look For	jspl13
h.	Handling Difficult Questions	jspl14
i.	Practicing Interviews	jspl15
j.	Skills	jspl2
k.	Exploring Your Values	jspl1
l.	Customer Contact Skills	ll4a
m.	Employability Attitudes	ll6a
n.	Personal Computers for Personal Uses	hc3all
o.	Computers and Business	hc4all
d.	**Government and Law**	**governmentc**
a.	History	alss5
b.	Geography	alss1
e.	**Computation**	**computationc**
a.	Multiplication/Division Review	blm6r
b.	Problem Solving 4	blm6s
c.	Decimals, Review	blm7f
d.	Problem Solving 5	blm7g
e.	Ratio/Proportion/Percent Review	blm8e
f.	Problem Solving 6	blm8f
g.	Measurement Review	blm9i
h.	Problem Solving 7	blm9j
i.	Using Basic Number Ideas	alm1g
f.	**Domestic Skills**	**domesticc**
a.	Setting Limits: Real Life	ptf5

NOTE: The PLATO assessment test are included in each of the PLATO foundation skills routing activities.

PLATO D Skills Program

Student Menu	PLATO Routing Activity
PLATO D Skills	**platod**
a. Foundation Math Skills	**mathd**
a. Advanced Math (GED Preparation)	alma0math
b. Algebra	algebra
c. Geometry	geometry
b. Foundation Reading/Language Skills	**readd**
a. Advanced Reading (GED Preparation)	alra0read
b. Writing (GED Preparation)	alwa0write
c. Other GED Preparation Courses	**gedprep**
a. Science	alsa0science
b. Social Studies	alssa0socst
c. Computer Awareness	hhscomputer
d. Life Skills	**casasdskills**
a. Consumer Economics	**consumerd**
a. Measurement in Physics	als2a
b. Consumption	alss2f
b. Community Resources	**communityd**
a. D.O.T. Job Classifications	jsp13
b. The Job Search Game	jsp10
c. How to Read a Review	alr6
d. Commentary on the Arts	alr6d
e. Norms	alss3b
f. Stratification	alss3e
g. Cultural Change	alss3f
h. Colonization	alss5a
i. Quest for Equality	alss5g
j. Social Systems	alss5g
k. Interpreting Literature	alr3
l. Poetry	alr4
m. Drama	alr5
n. Commentary on Lit. and the Arts	alr6
o. Exploring the World of Work	job2
c. Health	**healthd**
a. Disease	als3o
b. Health	als3p
c. Identifying Poor Communication Patterns	ll5a15
d. Occupational Knowledge	**occupationd**
a. The Resume	jspl5
b. Parts of a Resume	jspl6
c. Writing a Resume	jspl7
d. Cover Letters	jspl8
e. Completing Application Forms	jsp19
f. D.O.T. Job Classification	jspl3

PLATO D Skills (continued)

g.	Career Decisions	jspl4
h.	Exploring Your Values	jspl1
i.	Hitting the Target	ll5al2
j.	Keys to Communication	ll5al4
k.	Problem Solving by cooperative Change	ll3al3
e.	**Government and Law**	**governmentd**
a.	Economics	alss2
b.	Political Science	alss4
b.	History	alss5
f.	**Computation**	**computationd**
a.	Using Math Sentences, Part 1	alm2g
b.	Using Math Sentences, Part 2	alm3d
c.	Using Geometry	alm4e
d.	Using Measurement	alm5e
e.	Using Special Topics	alm6e

NOTE: The PLATO assessment test are included in each of the PLATO foundation skills routing activities.

CASAS/PROMISE CLASS

ADULT BASIC EDUCATION

TAKING STOCK

(not to be confused with cattle rustling)

I Liked...

The things we did in class together. working on what ever subject we are doing

I Would Like To Know More About...

writing an essay

Suggestions For Next Time...

Coming in at 10:00 till 1:00

Please Check One

- Very Worthwhile
- ✓ Worthwhile
- Not Very Worthwhile

I Didn't Like...

writing letters

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CASAS/PROMISE CLASS

ADULT BASIC EDUCATION

I Liked... the idea of working together with everyone. Also a one on one basis Explaining problems until we understand it A friendly atmosphere

I Would Like To Know More About...

Math Concepts Reading, Writing Essays

Suggestions For Next Time...

More math, Mayb from 10:00 - 1:00 p.m. for people who have taken it already, and another session for the people who are just getting into the Casas class. Eliminate Tuesday afternoons. Some more reading

Please Check One

- ✓ Very Worthwhile
- ○ Worthwhile
- ○ Not Very Worthwhile

~~**I Didn't Like...**~~ I enjoyed everything about the class including the teacher.

CASAS/PROMISE CLASS

ADULT BASIC EDUCATION

TAKING STOCK

(not to be confused with cattle rustling)

I Liked... working together on a subject instead of working alone. I also liked Carlotta's concerns about each student. Carlotta also helped me improve my attitude towards things I was very strong on.

I Would Like To Know More About...

Math and Reading.

Suggestions For Next Time...

10:00 to 1:00 hours would be easier for me.

Please Check One

- ✓ **Very Worthwhile**
- ○ **Worthwhile**
- ○ **Not Very Worthwhile**

I Didn't Like... to come in at 9:00.

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The 5 things that I have learned in this class are

The correct way to write incorrect sentences.

How to Brainstorm a word. (Try to anyway)

Work on complicated math problems.

Understanding Maps & Graphs.

Understanding reading a little bit more.

I liked Making friends with everyone.

Having a terrific teacher who explains things in detail.

North Iowa Area Community College

CASAS PILOT SITE REPORTS

North Iowa Area Community College
Area II
Marty Lundberg

Pilot 1

North Iowa Area Community College, working collaboratively with Job Service Employers Council and Job Service Workforce Center, developed the Pre-employment Adult Skills Survey (PASS program) using the ECS form of the CASAS assessment system. The PASS program is designed to be a free, voluntary program for job seekers who want to assess and upgrade their basic academic skill and job seeking skills. The academic assessment uses the CASAS/ECS survey and Life Skills diagnostic tests.

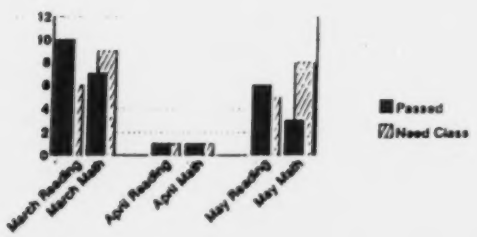
The assessment is offered once a month at Job Service Workforce Center. Participants are self-referred or are referred to the program by a variety of agencies. The instruction is based on each individual's personal CASAS competency profile. The instruction is scheduled once a month for 8 hours at a local multipurpose center which also houses community ABE/GED classes. Students who do not successfully master the competencies during this period will be referred to the ABE\GED class for further instruction focused on the specific competencies. The materials are selected using the CASAS correlation charts.

During the three month pilot, 48 job seekers were referred to the program and 29 job seekers (60%) participated.

For the pilot, a score of 17 or above on the reading portion of the ECS Appraisal Test was considered successful completion. Seventeen of the participants (58%) scored 17 or above on the reading test.

For the pilot, a score of 16 or above on the math portion of the ECS Appraisal Test was considered successful completion. Eleven of the participants (38%) scored 16 or above on the math test.

The participants who successfully completed both the reading and the math portions of the ECS Appraisal Test received certificates of completion for the PASS program and a letter for potential employers interpreting the PASS certification. Eleven of the participants (38%) received the PASS certification.



Pilot 2

NIACC's second pilot developed as a direct result of the first pilot. The sponsors of the PASS program publicized the program prior to the start of the pilot by talking to many groups, developing and distributing posters and brochures, and describing the program on a local talk show. A local manufacturing company heard the publicity and decided to explore the appropriateness of the CASAS/ECS as a substitute for the reading test currently used in their pre-employment workplace literacy program. They agreed to a three month pilot of all new employees.

In past years, individuals who achieved a score of 3 or above on the Revrac test were excused from reading instruction. Individuals who scored below 3 were expected to attend classes and retake the reading test.

During the pilot, individuals who achieved a score of 17 or above on the ECS Appraisal Test were excused from reading instruction. Individuals who scored below 17 were expected to attend classes and retake the reading test.

As of June 30, 1994, over forty participants in this company's pre-employment assessment and training program have taken both the ECS reading appraisal and the Revrac reading test. There was 100% correlation between the pass rate on the Revrac and on the ECS Appraisal Test. In other words, all individuals who successfully completed one reading test, successfully completed both tests. All individuals who did not successfully complete one reading test did not successfully complete either test.

The participants reported a strong preference for the ECS test. Some common comments include:

* clearly understood why the tested skills were important
* the tested skills would contribute to their success in the workplace
* the ECS was a much "fairer" test

Iowa Lakes Community College

Year End Report: CASAS Pilot Site
Iowa Lakes Community College
Success Alternatives High School

Project Director: Barb Grandstaff
Instructor: Sue Trees

Date: July 11, 1994

During fiscal year 1992-93 Iowa Lakes Community College took part in a CASAS Pilot Site Test Plan. The purpose of pilot testing was to determine the feasibility of implementing CASAS as an instructional, curriculum and assessment tool in Adult Basic Education programs throughout Iowa. ILCC choose to pilot the CASAS Living Skills survey at Success Alternatives High School.

Success Alternatives, is an alternative high school located on the campus of Iowa Lakes Community College in Estherville, Iowa. It serves students between the ages of 16 and 21, who for various reasons have not been successful in the traditional school setting. Students with learning disabilities are not served through Success Alternatives. Curriculum includes basic academic courses, which relate the academic content to life experiences and future employment goals.

Twenty-three alternative high school students were initially assessed. Students were also given the TABE (Test of Adult Basic Education) assessment. Typical reading level, using the TABE was over 11th grade. Math level, was a bit lower, at 9.5 grade level. Assessment scores did not show low reading and math levels on any of the students. These students were in Level III, or a high school level, for Adult Basic Education reporting.

Six of those students dropped out of school before post-assessment. In the pre-post assessment portion of this report they have been broken out. Seventeen students were pre-post assessed. Assessment results were shared with students and faculty. An individual instructional plan, was prepared for each student. We noted that all of our students moved into CASAS level D, for their survey achievement test. Several "topped out" on the reading assessment.

One teacher was in charge of assessment, and followed the students progress. Because students have flexible schedules, and are not in class on a regular basis, we post-tested after 60 classroom hours. This gave students and faculty time to work on academics, but to also have time to discuss how these skills related to life skills and experiences. Students were using typical high school textbooks for their math, English, science, parenting, and Government. When students can see the application of these academic subjects to "real life," there seems to be more comprehension, and a desire to learn.

Results of Pre/Post Assessment

Pre-test avg (23 students)		Pre-test avg (17)	
Reading	233		235
Math	224		225
Post-test avg		Post-test avg	
Not available for all		Reading	239
		Math	232
		Gain	
		Reading	4 pt
		Math	7 pt

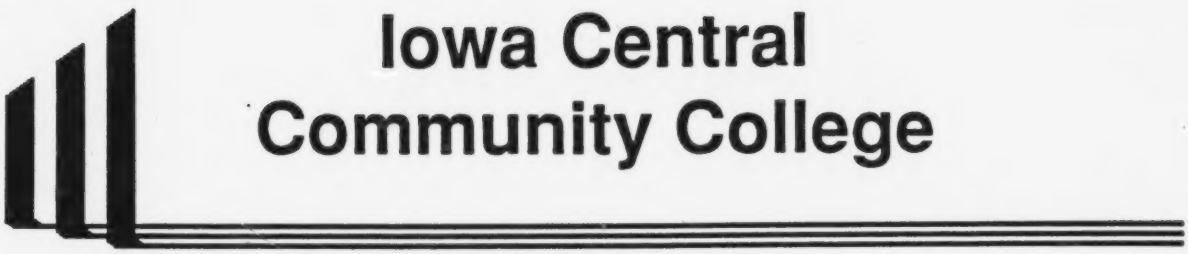
During the course of the study we made the following observations. Although the alternative school works with students to improve their life skills through academic curriculum, it would be useful to conduct a class, specifically geared toward life skills. This class would make use of materials that pertain to specifically to life skills competencies. In the upcoming school year, we will be doing this.

Second, it is important to note that our students do not like to take assessments. The results from some of their post-tests do not show improvement, which has been typical in any assessment we have given students. It is much easier to give a pre-test and have accurate results. There seems to be reluctance on the students part to be post-tested, and to take this very seriously. Students do not always see the value in assessment.

Students did very well on both the reading and the math pre-assessment. The reading assessment did offer more of a challenge to the students. The staff was pleased to find that our students did not have any serious deficiencies in life skills. Math seems to be a subject that students make a quick gain in, English seems to take more time. We found this to be true last year, when the TABE instrument was used.

During the upcoming year (1994-95) we will not use the CASAS Life skills assessment with students. We are searching for a more academic assessment for all students, so that one instrument will be given at the beginning of each year, rather than 2 or 3. Currently we are looking at the CASAS Secondary diploma program. We may use the life skills assessment with students who appear to have problems in this area.

Of the 6 students who dropped before being post-tested --their average age was 18 and average number of years in high school was 10.6. Of the 17 remaining for post-assessment--average age was 16 and average number of years in school was 10.2. This seems to prove what many of us know: Age and length of time in school does not necessarily correlate with better performance on an assessment of reading and math skills.


Iowa Central
Community College

CASAS Report
Iowa Central Community College
Jane Hobart, A.B.E. Coordinator
July 13, 1994

1. Location: North Central Correctional Facility
313 Lanedale
Rockwell City, Iowa 50579
ABE/GED Classroom
Minimum Security Prison housing 300 men

2. Personnel: Instructor--Patricia Rasmussen--30 hours weekly
Aids--Jane Webb
Joan Ramthun > 30 hours weekly
Debbie Griggs
Volunteers: Ed Rosen
Carol Hlubek > 8-10 hours weekly
Nadine Lammers
Inmate tutors: 30 hours weekly
Project Director: Jane Hobart, A.B.E. Coordinator

3. Student Levels: 120 students were enrolled in the classes in FY'94. When enrolled in the class:
   a. 68 students read below the ninth grade level.
   b. 6 students read below the third grade level.
   c. 83 students performed below the ninth grade level in math.
   d. 7 performed below the third grade level in math.
   e. 3 were Hispanic and spoke English as a second language.

4. Curriculum Materials: The instructors at NCCF used the ABE/GED/ and ESL materials that were available in the classroom. Lessons in the books were catalogued by prison clerks and the ABE/GED staff. Over 1000 entries have been placed in the computer and serve as a materials guide for the classroom. This is being perfected for distribution in Iowa. In addition, newspaper advertisements, food labels, checkbook skills, maps, charts and graphs, and recipes, were gathered from many sources, and unit files were built containing materials relevant to teaching the various life skills involved.

5. Specific Type of CASAS Instruments used:
   a. All participants were administered Adult Life Skills Appraisal--Form 30
   b. Next they were pre-tested at Life Skills Levels A,B,C,D as indicated by appraisal results.

c. Class profiles were developed on the basis of pre-test results
d. Individual profiles were given to each student
e. After 80-100 hours of combined group and individual study, students were re-tested using the appropriate Life Skills post test.

6. CASAS Testing Results:
   a. Average Pre-Test Score
      1.Reading--236.5
      2. Math--225.7
   b. Average Post-Test Score
      1. Reading--242.5
      2. Math--232.1
   c. After 80-100 hours of instruction the average gain was:
      1. Reading--6
      2. Math--6.5

7. Adaptability of CASAS Materials: The CASAS materials were easily used "as is" at this site. We also found that the ABE/GED/ESL materials we had on hand were easily integrated into the CASAS plan. The "materials guide" was used only when we needed to order something to fill in the gap with materials we had on hand.

8. Inter-agency Cooperation: The "Treatment Director" at the facility consented to letting us use CASAS as a Pilot Project. No other agencies as such could be involved because of the nature of the institution.

9. Anecdotal Observations: Those working most closely with CASAS observe:
   a. Students respond favorably to CASAS goals.
   b. Developing Class Profiles and individual curriculum plans is time consuming.
   c. Students who are G.E.D. oriented are often afraid CASAS will deter them from their original goal. Instructors found that this was not the case. Forty one of the one hundred twenty enrolled earned a G.E.D.

d. CASAS provides goals for students who cannot be working toward a GED.
e. Several items on the CASAS pre-and post tests need refining and clarifying. (This has been reported to CASAS)
f. Group work is effective and can be taught in spite of different learning levels.
g. Unit files with various materials at many levels are more effective than a written unit per se. The files allow teachers to choose materials which are appropriate to the student's needs.
h. "Hands On" lessons such as using filled measuring cups to teach fractions are effective.
i. Students who know teach those who do not during group work.
j. Because our lead instructor was not feeling her best much of the year the intensity of the program was modified until she was feeling better.

10. Other Observations and Comments: We have attached a few of our lesson ideas. Many are contained in the unit files and would not be of use to anyone without explanation.

Our program also will be refining the "program and materials" guide as its special contribution to the CASAS Pilot Programs during FY'95.

Respectfully submitted,

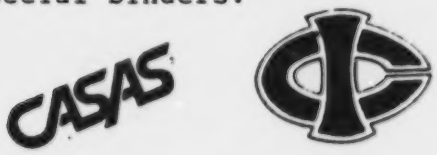
Jane Hobart

Jane Hobart, Project Director
Area V

CASAS EXHIBIT #1

Packets containing pre and post test answer guides, Individual Student Profiles and Class Profiles were developed to facilitate storing the CASAS information. These packets are housed in three ring binders.

HELPFUL HINT TO CASAS: This information arrives in individual sheets for each level. These are easily lost. CASAS would facilitate the use of its materials if it would compile it and place it in special binders.



Compiled by:
Jane Hobart
Project Director
Iowa Central Community College
Fort Dodge, Iowa

CASAS EXHIBIT #2

An overhead presentation with accompanying handout was developed by Iowa Central Community College in Fort Dodge. This handout contains a copy of each overhead and leaves room for note taking by trainees. This presentation has been shared with Iowa's three trainers.

Compiled by:
Jane Hobart
Project Director
Iowa Central Community College

CASAS EXHIBIT #3

This placemat is designed to teach domestic skills competencies to special populations and may also be used in teaching shapes to lower functioning students.

Designed by:
Janice Ver Steeg, Instructor
Humboldt Workshop
Iowa Central Community College

CASAS EXHIBIT #4

"As the Stomach Churns" teaches nutritional competencies to A.B.E. students. Foods are evaluated according to nutritional worth and daily menus are developed during the course of the game.

Contributed by:
Nancy Dunfee, Instructor
Unlimited Opportunities
Clarion,Iowa
Iowa Central Community College

CASAS EXHIBIT #5

A special kind of BINGO cards has been developed to reinforce money recognition skills among lower level CASAS students. Students must hear the amount and recognize it on their cards in order to play the game.

Designed by:
Georgia Hovde , Instructor
Country Meadows
Webster City, Iowa
Iowa Central Community College

CASAS EXHIBIT #6

Another BINGO set reinforces social sight words and is used with students in special populations classes.

Designed by:
Georgia Hovde, Instructor
Country Meadows
Webster City

CASAS EXHIBIT #7

Concepts involved in personal hygiene are reinforced through this personal hygiene and grooming game. Participants are "penalized" for poor habits and rewarded for good ones.

Contributed by:
Nancy Dunfee, Instructor
Unlimited Opportunities
Clarion, Iowa
Iowa Central Community College

CASAS EXHIBIT #8

Students from special populations groups reinforce money skills by matching written amounts with pictures. Shoestrings are threaded through the proper grommet to show mastery.

Designed by:
Georgia Hovde, Instructor
Country Meadows
Webster City, Iowa
Iowa Central Community College

CASAS EXHIBIT #9

Students from the special populations groups clip clothes pins with the correct written amount next to the coins which represent that amount.

Designed by:
Georgia Hovde , Instructor
Country Meadows
Webster City, Iowa
Iowa Central Community College

CASAS EXHIBIT #10

Pictures of various kinds of timepieces are used to test mastery of time telling skills. Lamination permits the unit to be used with more than one student.

Designed by:
Jane Hobart,Project Director
In conjunction with prison clerks
at North Central Correctional
Facility. Rockwell City, Iowa
Iowa Central Community College

Kirkwood Community College

CASAS Pilot Site Report
Kirkwood Community College
Cedar Rapids, Iowa

July 15, 1994

In the Spring of 1993, Kirkwood Community College was invited to be one of eight community colleges in Iowa to explore competency based education and to pilot CASAS (Comprehensive Adult Student Assessment System). Across the state, target audiences in Adult Basic Education programs were selected to participate in this pilot project in order to provide a comprehensive scope of student abilities, needs, and goals, and to determine the appropriateness of this system to Iowa's Adult Basic Education students.

Type of Location and Level of Students Involved

To ensure that CASAS was implemented with students demonstrating a diverse range of abilities and attending ABE classes held in a variety of locations, Kirkwood selected 1.) an educable, special needs class meeting at a community site, 2.) a mainstream intermediate ABE population attending structured reading classes at a Kirkwood learning center and 3.) an intermediate ABE population confined to the medical and classification facility that is part of the Iowa corrections system.

Number of Students, Teachers and Support Personnel Involved

Thirty-two students attended classes where CASAS was piloted: 8 ABE Level I students, 14 ABE Level II students, and 10 ABE Level III corrections students.

Two instructors participating in this pilot project attended the CASAS State staff development activity. The third instructor was oriented to the CASAS system by the Kirkwood ABE Program Manager. This instructor also observed a CASAS pilot class prior to administration of the CASAS appraisal. The ABE Program Manager provided on-going supervision and support of this pilot project.

Local staff development activities dealing with the CASAS philosophy, assessment, curriculum, and instruction were offered to over 40 volunteer tutors of new adult readers enrolled in Kirkwood's Adult Literacy Program, to 25 instructors of ABE students, and to 10 instructors of foreign-born adults attending English as a second language classes. This training was offered to individuals beyond those participating in the pilot program to inform them of new directions taken with the Kirkwood Adult Basic Education program and to enable them to use CASAS with selected students not served at pilot sites.

Types of Curriculum Materials Used

During this pilot year, emphasis was place on providing instructors and students with materials that directly addressed the CASAS competencies. Materials provided were often those cited with frequency in the CASAS Curriculum Materials Guide for 1994 or were other resources that presented life skills and employability competencies. Instructors were encouraged to instruct CASAS competencies by using realia and not to rely primarily on text books. Greater emphasis was placed on exploring computer software, video tapes, and other non-print resources that teach life skills and employability competencies and address a variety of student learning styles. Instructors were also asked to administer formal assessments of student goals, needs, and learning styles when planning instruction.

CASAS Assessment

The CASAS Adult Life Skills Special Education locator test, Form 350, was used with Level I ABE students. These students were then pre-tested with Level AA, Form 310 and post-tested with Level AA, Form 311. The CASAS Adult Life Skills Appraisal, Form 30, was used for Level II students. Results from the appraisal placed 1 student in level A, 7 in level B, and 6 in level C reading.

Results of Pre- and Post-Testing

The average number of hours of instruction between pre- and post-testing for the ABE Level I group was 30 with a scaled score gain of 2.9 points. The average number of hours of instruction between pre- and post-testing for the ABE Level II reading group was 35 hours with a scaled score gain of 6 points.

Since inmates at the Medical and Classification Center at Oakdale were often transferred to another correctional site with no prior notice, this CASAS pilot site proved inappropriate. It was concluded that due to scheduling constraints inherent in this correctional site, the instructor was not able to fulfill the requirements of the pilot program.

Adaptability

CASAS competencies are applicable to a wide range of student ability levels. The adaptability of the CASAS materials to the specific pilot site is dependent upon the creativity and resourcefulness of the instructor. The CASAS competencies relate better to specific populations when the instructor uses materials, examples, situations, etc. taken from students' life experiences.

Inter-Agency Cooperation

For the ABE Level I class, the CASAS competencies supplemented and reinforced the life skills presented through group home and supervised living opportunities, and through vocational activities conducted at sheltered workshops. Instruction of CASAS competencies was reflected in student IEP's (individual educational plans). ABE level II students were not referred by an agency.

Anecdotal Observations

ABE Level II students who attended the CASAS pilot class persisted longer that their counterparts who attended other ABE classes. Students saw the importance of pre-testing, the relationship of assessment and instruction, and the value of post-testing and measuring gain. The student and class profiles provided a guide to instructors and students, reinforcing competencies already mastered and determining those yet to be addressed. The profiles provided the instructor direction in teaching and a format for students to use to anticipate their learning. As the pilot year progressed, instructors became more comfortable using the CASAS Curriculum Materials Guide and exploring materials new to them. The Guide was useful in determining materials needs and offering appropriate alternatives.

Since CASAS competencies and materials facilitate cooperative learning situations, instructors observed increased interaction among students and between the instructor and the class. This interaction resulted in livelier classes and improved student retention. The CASAS appraisals and student and class profiles enabled the instructors to develop rapport with their students more effectively than in non-pilot classes.

Instructors observed that lower ability students demonstrated "more learning," that is, more measurable and unmeasurable gains than did the more proficient students.

Instructors observed that there was a positive relationship between higher measurable gains and more regular class attendance.

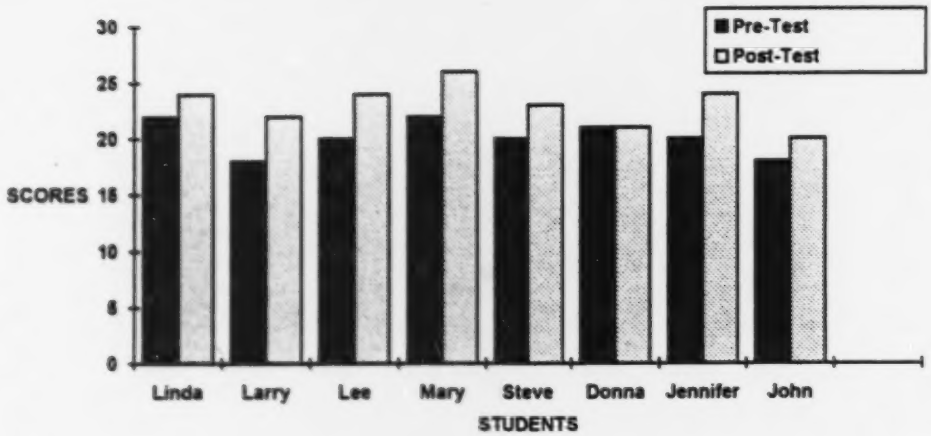
Younger students (17 year olds) demonstrated more difficulty in seeing the relevancy of CASAS competencies to their lives than did more mature students. These youthful students entered ABE classes soon after having dropped out of traditional high schools and few had lived independent of their families or had been employed. All aspired to earn a GED diploma and felt that studying from a GED preparation material was the best way to acquire GED competencies. Instructors found it necessary to assure these students that mastering CASAS competencies would also prepare them to successfully pass the GED tests.

Hand scoring the answer sheets, transferring information to student or class profiles, and selecting materials recommended by the CASAS Curriculum Materials Guide for 1994 proved time consuming and cumbersome to pilot program instructors. Use of CMMS will alleviate some of these concerns.

Graph 1.0

ABE Level I

CASAS Special Education Pre- and Post-Test Scaled Score Comparison
Adult Life Skills AA Forms 310 and 311

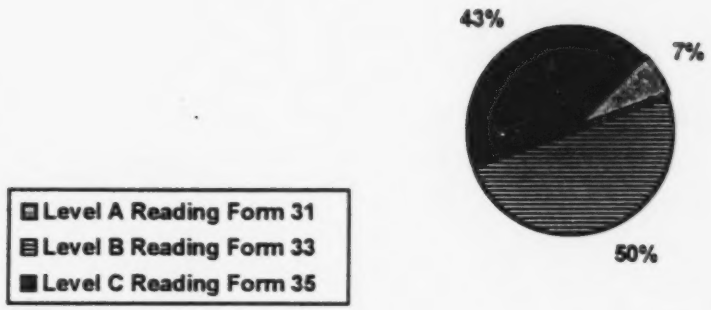


Scaled scores increased by an average of 2.9 points after 30 hours of instruction.

Graph 2.0

ABE Level II

CASAS Adult Life Skills Appraisal Scaled Scores
Form 30: Reading

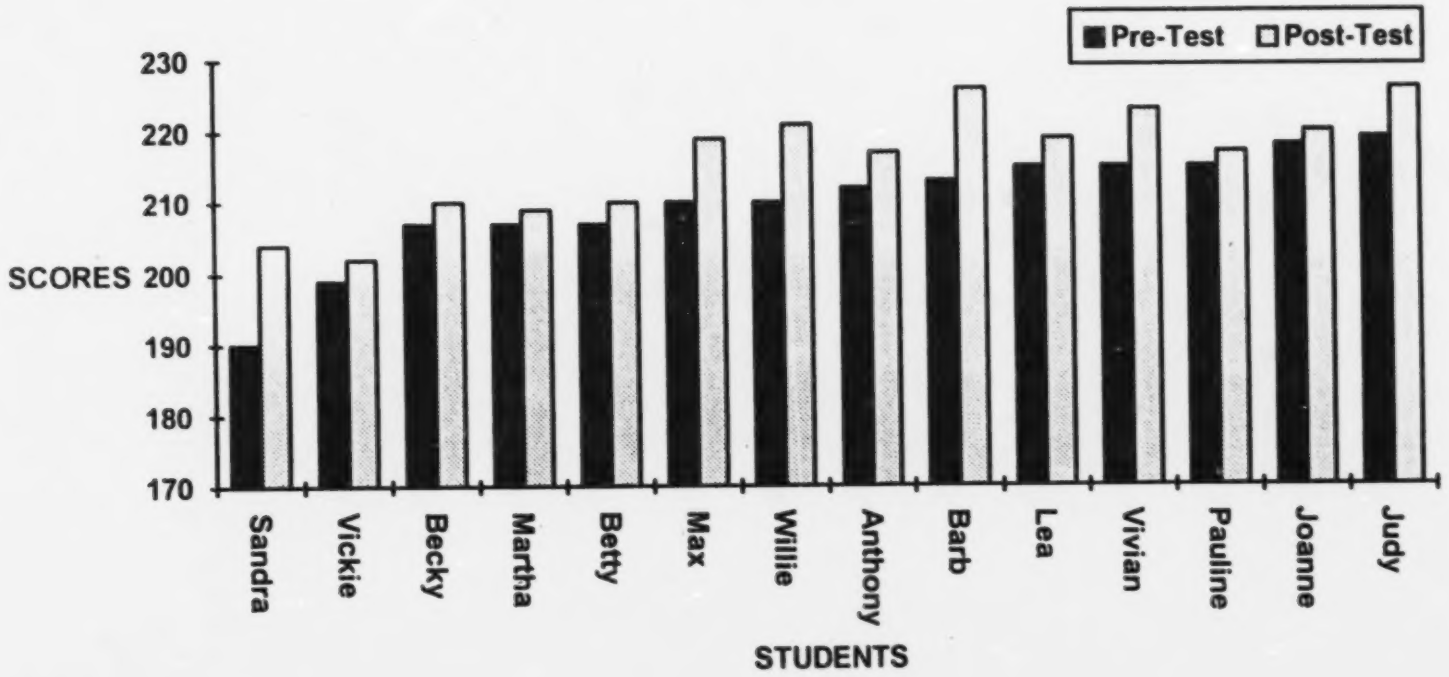


Appraisal scaled scores indicate 7% scored in the Level A range, 50% scored in the Level B range, and 43% in the Level C range.

Graph 2.1

ABE Level II

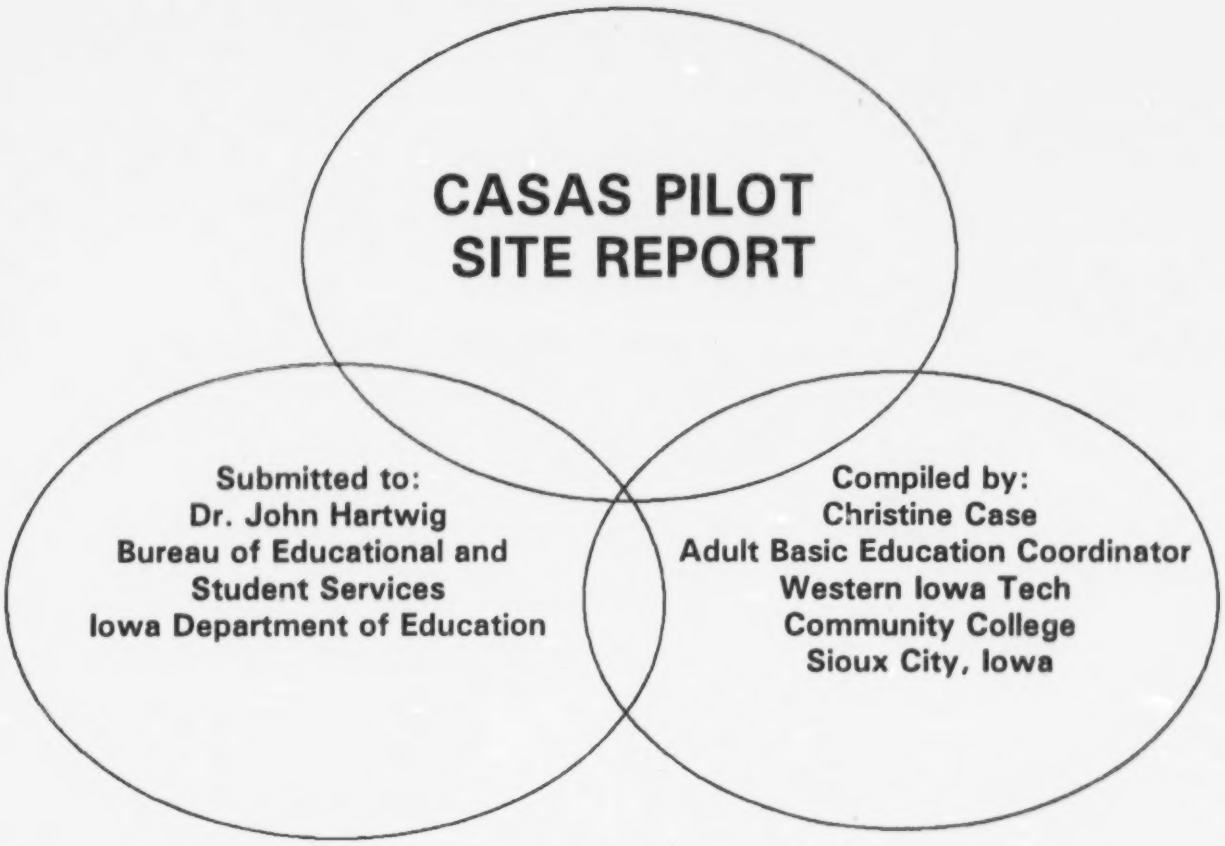
CASAS Adult Life Skills Pre- and Post-Test Scaled Score Comparison
Reading, Level A, Forms 31 and 32; Level B, Forms 33 and 34; and Level C, Forms 35and 36.



Scaled scores increased by an average of 6.0 points after 35 hours of instruction.

Western Iowa Tech Community College

CASAS PILOT SITE REPORT



July 1994

Acknowledgements

The participation of the Western Iowa Tech Community College Adult Basic Education Program in the Iowa CASAS Pilot Project has been an enlightening and invigorating experience. Using this Pilot Site Report as an objective assessment tool, the outcome can be expressed in terms of "significant gains." It must be acknowledged, however, that the outcome is the result of the efforts and support of several groups of people: the adult learners; the bold and dedicated ABE staff; the WITCC administration, especially Gary Swaney; Plymouth Life and the Cherokee Work Activity Center; Promise Jobs and JTPA; the Iowa ABE Coordinators; the Iowa Department of Education Adult Education Consultants; CASAS staff and the National Consortium; Cindy Burnside and Mary Strom; my family.

Special thanks to Deb Hankens, Chris Kluemper, Paulette Schmidt, and Barbara Willis for their devotion to the Pilot Site Project and their contributions to this Pilot Site Report.

With Gratitude,

Chris Case

CASAS Pilot Site Report
Western Iowa Tech Community College
Adult Basic Education

I. Type of Locations

Learning Center 1
Self-Contained ABE/GED Classroom 1
Work Activity Centers 2

II. Numbers Involved in Pilot Project

ABE Coordinator 1
Teachers 5
Support Staff 1
Students 252

- Learning Center
  Site A (Willis) 153
  Site B (Scott/Schmidt) . . . 33

- Self-Contained Classroom
  Site C (Schmidt) 23

- Work Activity Centers
  Site D (Kluemper) 28
  Site E (Hankens) 15
  252

III. Level of Students Involved

ABE Level	CASAS Level(s)	Reading	Math
Beginning	5A-B	47	53
Intermediate	C	68	138
Adult Secondary	D	137	31
		252	222

IV. Types of Curriculum Materials Used

Students are guided into materials and appropriate learning opportunities based on their interests and needs.

- A concerted effort is made to use materials to enrich and extend the "academic" learning and to transfer it into "real-life" situations. As a result, many of the lessons are either created or adapted by the teachers for individual and/or small group instruction.

- Examples of real-life materials include:

Menus	Bus Schedules
Mall Directory	Globe
Sioux City Journal	Graphs, Cartoons
Maps	Real Money
Voter's Guide	Rulers
Cereal Boxes	Want Ads
Coupons	Iowa Driver's Manual

  Materials Requested From Our Senator's and Representative's Offices
  Consumer Information and Pamphlets

- General Competency-Based Resources Used
  Contemporary's Correlation to CASAS
  Steck-Vaughn Guide to Competency-Based Education
  CBE Functional Life Skills (Oregon)
  Ideas That Work for ABE (Oregon)

- Publisher's Titles
  Contemporary
    Critical Thinking with Math (Reasoning & Problem Solving)
    GED Math Problem Solver
    Math Skills That Work, Books 1 & 2 (A Functional Approach for Life and Work)
    Breakthroughs in Math, Book 2
    Real Numbers
    Calculator Power

  Scott-Foresman
    Reading - Life and Literature
    Springboard - (Practical Reading Section)

  Steck Vaughn
    Consumer Math
    America's Government
    Economics - Concepts and Applications
    Connections - Life Skills & Mathematics
    Connections - Life Skills & Writing
    Maps, Globes, Graphs

  Educational Design
    Reading and Critical Thinking Book 1 & 2

- STRETCH Curriculum
  This curriculum was obtained for use by the teachers at the Activity Center pilot sites. STRETCH, a name chosen because it encourages stretching toward independence, is the curriculum component of a life skills training model developed for individuals with special learning

needs. It is a collection of task analyses and training activities developed as a result of a desire to provide age-appropriate life skills training activities that allow individuals to achieve greater independence. Although the teachers find that STRETCH is not comprehensive, it is a useful resource and a "welcome addition" to the curriculum.

V. CASAS Assessment Instruments Used

- Tests for Special Populations
  Locator
  Level AA (Form 310, 311)
  Level AAA (Form 320, 321)
  Level AAAA (Form 330, 331)
  Level AAAAA (Form 340)

- Life Skills Assessment: Reading and Math
  Life Skills Appraisal, Form 30
  Level A (Form 31, 32)
  Level B (Form 33, 34)
  Level C (Form 35, 36)
  Level D (Form 37, 38)

VI. Results of Pre/Post Assessment

A. Number of students pre/post assessed as of June 1994 96

B. Average Pretest/Posttest Scale Score Gains and Instructional Hours

Table 1: Special Needs (Non-Reading)

Site	Pretest	Posttest	Gain	Instructional Hours
D	175	191	16	32.5
E	169	174	5	150
Average	*172*	*182.5*	*10.5*	*91.3*

Table 2: Life Skills Reading (Levels A-D)

Site	Pretest	Posttest	Gain	Instructional Hours
A	241.6	244.7	3.1	60
B	221.8	230	8.2	140
C	226.6	236.6	10	45
Average of A, B, C	*230*	*237.1*	*7.1*	*81.7*
D	189	194	5	15.25
E	205	208	3	75
Average of D and E	*197*	*201*	*4*	*45.1*

Table 3: Life Skills Math (Levels A-D)

Site	Pretest	Posttest	Gain	Instructional Hours
A	229.8	236.3	6.5	80
B	203.5	205.5	2	208
C	192	204	12	60
Average of A, B, C	*208.4*	*215.2*	*6.8*	*116*
D	187	195	8	15.25
E	198	200	2	75
Average of D and E	*192.5*	*197.5*	*5*	*45.1*

Pilot site teachers express concern that the average point spreads can be misleading, especially among the nonreading students. For example, one person did a lot worse on the posttest and really pulled the average down. In another case one student had a ten-point increase within a year's span, while another showed an eight-point decline. A work activity teacher has observed that with her students "these point fluctuations could very likely show erratic personality traits rather than learning."

VII. Adaptability of CASAS to ABE Sites

The consensus of the four pilot site teachers is that CASAS proves to be well adapted to their instructional settings. This is significant in that the pilot sites are representative of the full-range of CASAS levels, from AAAAA (Special Needs) through Level D. What other assessment, using a common scale, adapts so well to a program that, as its mission, serves this continuum of levels?

Teacher Comments:

*Work Activity Center Sites

". . . the use of the CASAS system has been a positive one. The tests showed areas of need that previous attempts had not pointed out. Using the test results along with observation and client interview allowed the staff to make more accurate needs assessments and write more suitable objectives for each client."

"Common sense and CASAS work great. You cannot believe how happy students were when they saw how they had improved. They felt 'smart' and very proud. It was much easier for our staff and client to make realistic, workable objectives so that failure is not imminent."

*Self-Contained/Learning Center Sites

"CASAS is especially well-suited to the A, B, and C level students who appreciate the life skill emphasis the most. I have had many very rewarding teaching experiences with students who are excited to learn something relevant to them and that can really change their lives today. They, as a result, feel good about themselves and eager to learn more. These students also seem to appreciate the posttesting to affirm their growth. Since they don't have GED test results to evaluate their progress yet, they like to do the posttesting that CASAS offers."

"Implementing CASAS into my classroom has had some positive results. It can help motivation, can be a chance to show success and growth and students like the feeling of being in charge of their own learning and of learning geared to their own specific needs. CASAS can help them establish their own learning priorities . . . I believe CASAS teaching to the competencies is best used and most effective at the lower levels. Here students may be in a program long-term and there is ample time to progress through the levels."

VIII. Inter-Agency Cooperation

Partnerships among ABE, Promise Jobs, and JTPA have been strengthened during the course of the pilot project. Two Promise Jobs staff were trained by Chris Case to administer the CASAS Life Skills Appraisal to Promise Jobs participants. Since February 1994, approximately 50 clients have taken the Appraisal and have subsequently been referred to the ABE learning center (Central Campus) site. By using CASAS instead of the SelectABLE, a common language is developing, Promise Jobs staff are able to better ascertain client needs and length of involvement in basic skills development, and most importantly, the assessment and referral process has been streamlined to the benefit of the students and staff.

Comments by Chris Jensen, Promise Jobs Coordinator:

"In review of our use of the CASAS test for Promise Jobs we have found the test to be beneficial for both staff and participants. It enables our staff to better estimate the time it may take to complete GED testing. We are also able to aid the GED instructor in evaluating the participant needs. The participants like the test since it helps them to see where they need help and to see their strengths. The test is easy to give and complete in a short time, and the directions are simple to understand."

Also, a JTPA staff person, along with the above mentioned Promise Jobs staff, enthusiastically attended the March 1994 Employability Competency System (ECS) Training Workshop. As a result, the SDA 4 JTPA Program is currently administering the Nebraska ECS Appraisal to all of its participants. The employability progress tests will be implemented this fall as part of the

JTPA GED program. Overall the JTPA staff are pleased with how CASAS is meeting program and client needs.

IX. Anecdotal Observations During Pilot Test Phase

- Teacher observation regarding CASAS as an assessment tool:

  "The use of CASAS opened a new door for me in the assessment of my students . . . CASAS does not fulfill all assessment needs in this setting but has proved to be an excellent tool in conjunction with observation and interview."

  "An instructor needs to realize that any one assessment is not the gospel. CASAS is very comprehensive, though, and does work."

  In a work activity setting "CASAS is best given by the actual instructor rather than an outside tester . . . Often I have observed that a question is missed because of haste or patterning problems . . . "

  "I would like to see additional forms on the same level be available. Some students do not complete a level in a year of instruction and I would like to be able to posttest again in that same level."

- Teacher observations regarding CASAS as an instructional tool:

  "It was nice putting students in groups in which they were all working on the same concepts."

  "The 'D' Level students tend not to be as motivated to learn 'life skills' because they are nearing GED testing and wish to spend their time directly preparing for that goal . . . It is much harder to 'catch' students for CASAS post-testing when they are also doing GED testing."

  "I have had many very rewarding teaching experiences with students who are excited to learn something relevant to them and that can really change their lives today."

- CASAS was time and labor intensive, especially in the beginning. One teacher remarked, "Once you have the groundwork set, it is easier."

- Iowa needs a customized appraisal with scale score interpretation unique to the Iowa target population and standardized across agencies.

X. **Other Important Observations/Information**

A. As observed by the Adult Basic Education Coordinator, the implementation of CBE/CASAS has positively affected the WITCC ABE program in the following areas:

- Program Design:
  - Managed enrollment
  - Rich orientation
  - Providing more information to the adult learner regarding strengths and needs; empowering the learner to establish his/her learning priorities
  - Group and individualized instruction/field trips
- Assessment:
  - Common math and reading placement across WITCC ABE programs
  - Varied types of assessment: CASAS Life Skills, GED Practice Tests, student surveys, goals, learning styles, portfolios
- Instruction:
  - Functional skills integrated with basic skills
  - Emphasis on critical thinking, reasoning, transfer of learning
  - Whole language strategies
  - Innovative teacher-created individualized/small group lessons and materials
- Staff Development Goals:
  - Whole language
  - Cooperative learning
  - Portfolio assessment
  - Student goal setting
  - Using the newspaper
- Coordination with Agencies:
  - Promise Jobs staff have been trained to administer CASAS Appraisal

    The Appraisal results and Family Investment Plan are forwarded in advance to the ABE instructor

    A specific schedule has been set for Promise Jobs participants referred to the primary ABE site (9 a.m. - 2:30 p.m.; 4 days/wk; 1/2 hr. lunch)

- JTPA piloting Employability Competency System (Nebraska edition)

B. Local Program Goals

- Utilize the CASAS Micro Management System (CMMS) for recordkeeping and curriculum design
- Utilize the components of CASAS Implementation Measure (CIM) for program/teacher evaluation
- Analyze, evaluate and utilize data from the Area XII Iowa Adult Basic Skills Survey (IABSS) data disk for curriculum development
- Evaluate CASAS Workforce Learning Systems (WLS) as a work place literacy program component

C. Challenges

- The development and delivery of ongoing training
- Improvement of the post assessment process
- Keeping up

D. Positive Outcomes of the CASAS Pilot Site Project

- The State Staff Development Committee
- The intra- and interstate networking across ABE programs and other key agencies
- The Iowa Adult Basic Skills Survey
- The compatibility of CASAS with the ABE standards
- Significant learner gains
- The CASAS Pilot Site Report

"When facing a difficult task, act as though it is impossible to fail. If you're going after Moby Dick, take along the tartar sauce."

--from ***Life's Little Instruction Book***
H. Jackson Brown, Jr.

Iowa Western Community College

CASAS PILOT SITE REPORT:
JULY 1994

1. The Pilot Site is the Clarinda Correctional Facility, located at Clarinda, Iowa. The students are incarcerated men.

2. There were fifty students, one teacher, and five inmate aides involved in the project.

3. Most of the students involved were ABE (from grade 1 through grade 7 levels). A few were GED. Many of the students are in the Special Learning Unit of the Correctional Facility, and were in Special Education when they were in school.

4. The curriculum materials included books, computer programs, and teacher-made materials. Reading materials include: Single Skills (Jamestown Publishers), Timed Reading (Jamestown), Reading for Concepts, (Phoenix Learning Systems), Reading Drills and Vocabulary Drills, (Jamestown), Reading for Understanding (SRA), Essential Skills for the Workplace, (Contemporary), In the Know, (New Reader's Press), Sundown Books, Fastback Series, Spellbinders, and Jim Hunter(Fearon), and SRA Ratebuilders and Powerbuilders. Teacher-made materials include a variety of forms and articles with comprehension questions. Beginning readers are taught phonics using Intensive Phonics by Charlotte Lockhart and an inmate-made computer program on phonics. Math materials include computer programs, some purchased and some inmate-made; worksheets, workbooks from Contemporary.

5. The CASAS Life Sills Appraisal Test Form 30, Life Skills Reading Test, and Life Skills Math Test were used. In addition I have access to TABE and IQ scores, these tests having been given to all inmates at Oakdale as they enter the system. If there are no scores in the computer for the student, I administer the TABE. On occasion, I also administer the WRAT test, which since it is an individual test in contrast with the TABE, a group test, may give me a better grasp of the student's level.

6. The CASAS Appraisal and Pre tests were given to 50 students. However, only 18 were given the post tests. Some are still in the program; some were transferred with no opportunity for testing; some took the GED test, and some refused to post test. I found that once students passed the GED test, they really didn't want to retest on the CASAS. I left it up to them.
Number of students who completed post testing: 18
Average reading score on Pre Reading Test: 215
Average reading score on Post Reading Test: 225
Average gain in reading: 10 points
Average math score on Pre Math Test: 207
Average math score on Post Math Test: 216
Average gain in math: 9.5 points
Average length of time in program: 6.9 months.

7. The materials are adaptable to the site.

8. No other agencies were involved.

9. In general students appeared to enjoy doing the tests; there were no problems with testing. The scoring was easy, but making the objectives sheets is time consuming. I think it is useful particularly in the beginning to use them, but as a teacher becomes familiar with the competencies to be taught, then time can be put to better use by working directly with students. It is important for students to read a vast amount of material to be good readers, so a wide variety of materials in practical reading should be encouraged. Reading skills are generalized from one type of form to another,so while particular forms should be kept in mind, I don't think that too much stress should be on teaching to the test.

I have found that to teach remedial reading it is very important for the student to do much reading which is not at a frustration level. Adults who are not good readers have not caught the reading habit. Sometimes the more competent readers tell me they had never read a book all the way through until they were in jail. They don't catch the habit by working through a few workbooks written for adults. I have not found it true that adults only like material that has been written for adults. It is obvious that adults wouldn't want to read material that they perceive was written for children, but book companies have many materials that while really written for young people in the public schools are very acceptable and interesting for adults. A good example of this would be the SRA materials. The Reading for Understanding Kits have excellent comprehension materials from about third grade reading level through college level. The student is exposed to a wide variety of enriching topics taken from science, literature, and social studies fields. The Jamestown Company has excellent reading materials for all ages. I particularly like their Single Skills Series which begins at about third grade reading level, but adult interest level. These books have selections in which the student learns something and frequently finds it exciting. When a man who says he hates to read is heard saying to another student,"Hey, man. Listen to this," the teacher knows he is on his way to being a reader. I use the "adult materials" as a supplement, but not as my main source. Particularly popular with my students are the "low reading level, high interest level fiction books".

Learning math involves sequential skills, so it is important that each step is mastered before going to the next one. I use computer programs and worksheets to master the basic facts and skills of addition, subtraction, multiplication, fractions, and percentage. I use workbooks for "word problems," particularly the Contemporary books. I also like the preGed books of Steck Vaughn and Scott Foresman. As students become more advanced they work through Contemporary's GED Math Problem Solver by Myrna Manley, which I think is the best math book I have ever seen for the adult remedial learner, although it is only for the more advanced readers.

In general I like The CASAS test. I think the math tests are better than the reading tests. The reading tests seem to stress too much only the daily routine/workday world, which of course is very important, but I think the test could be more balanced with questions from literature, history, and the newspaper. The kind of reading that remedial readers become engrossed in is more likely to be an abridged Jack London book than a label on a bottle of medicine. In spite of these critical remarks, I think that setting objectives and teaching competencies is very important. The CASAS is a good tool to help teachers improve reading and math skills in their students.

CMMS Report

Iowa Western is serving as the pilot site for the CASAS Micro Management system. With the software we are able to print individual and group profiles as well as a variety of demographic reports. Although we are in the early stages of pilot testing, we have experienced a variety of problems concerning the software. The process for printing reports is slow. We are only able to process 10-15 reports an hour which will make it difficult to use the system on a large scale basis. The software also seems to freeze up quite often and display error messages when there appears to be no errors on the scan sheet.

CASAS has informed me that they are working on new software that will alleviate some of the problems we are having.

At this time we have not processed any reports for other community colleges.

INTRODUCTION

Iowa Western Community College served as a pilot site for implementation of the CASAS system in two very different instructional sites. One site was the corrections facility at Clarinda and the other site was the Adult Learning Center in Council Bluffs. The college also served as a pilot site for the installation of the CASAS Micro Management System. For the purposes of the report, each area will be dealt with separately.

ADULT LEARNING CENTER

The Adult Learning Center is housed in four rooms in the east wing of a building that was once an elementary school. One room is used for a meeting room and office space, another for serving 17 to 21 year olds using primarily Plato software for instruction, a third room (Room 104) for those whose skills fall below a junior high level, and a fourth room (Room 101) for those who are capable of more independent study toward passing the GED Tests. There are almost a thousand persons a year that come through the learning center, with a little more than 100 students a day who attend in the various areas. Scheduling of attendance is at the convenience of individuals. Teachers are all parttime,
six working with CASAS, most teaching 4-5 hours at a time, scheduled to cover customary attendance patterns.

Instruction has been individualized, grouping if convenient; enrollment had been on a walk in basis. Assessment had been an informal reading comprehension test and then into the subject area, math by skill increments.

Use of appraisal and pretest in 104

Initially the CASAS system was introduced in the learning center by the use of the Appraisal Test being given to the group of students who had been assigned to Room 104 (lower level ABE students). Most of these students attended regularly, had been with the Center for about six months, attended a support group and were well grounded with the Center. The Appraisal was followed by the pretests in reading and math.

	number	ave. pre	ave. post	time
reading	14	237.3	237.6	240 hours
math	13	223.2	228	120 hours

Instruction was somewhat haphazard in the early stages. There was frustration on the part of the teachers when upon examining the tests more closely they found that often the competencies and task skills as listed may not be the problem, i.e., the competency may be listed as being unable to read a graph, but the problem was really not being able to multiply correctly. Often it was just difficult to find the time to compile and examine the results, determine needs, and then decide instruction method. (There are no fulltime teachers at the learning center and they are scheduled to work in such a way that there is little time when they are not working with students.)

The CASAS continues to be given to this group, either in orientation or upon being placed directly in the room. The Appraisal, pretests, and now posttests are being given. Instruction is geared to general areas of need as outlined by CASAS, though specific needs of specific students are not necessarily considered. Results from the Individual Profiles are scanned for common needs. It is felt that the needs of the group and the individuals are such that no instruction is wasted and any instruction is appreciated and useful. The needs are great and, for many reasons, instruction has to be plentiful and repetitive.

Extending the use of appraisal test for ALC enrollees

It was decided by September, 1993, to give the appraisal test to all incoming students who go through the orientation process, which excludes ESL, basic skills upgrading, many of the teenage population, and the lower level students (who take the tests with Room 104). The Appraisal was given to 164 persons and the results are as follows:

level	A	B	C	D
reading	0	3	43	119
math	8	29	94	33

There has been much steady communication among the teachers as to what should be done with the results. For a couple of months the pretests were given only to those who scored the C Level or below on the Appraisal. Then it was decided to give the CASAS pretests to everyone to see what the results showed. It was hoped that the teachers would gradually work into teaching toward the competencies that were needed. The reality of the situation is that that results continue to pile up, the secretary keeps track of the information, but the instruction geared to the tests is not

followed. It is mainly a matter of lack of time to plan and prepare. The following are the scores that have been compiled from those who were both pre and post tested with CASAS.

	number	ave. pre	ave. post	ave. time
reading	13	242	244	240 hours
math	15	228	231	120 hours

It has been decided to return to the practice of giving the academically-orientated pretest initially, i.e., the TABE, and then give the CASAS to all those who score below the 9th grade level in either reading or math. Otherwise it was a waste of time at this point to give the CASAS Appraisal and then to follow that up with a pretest, particularly when there appears to be little correlation between the academic approach and the functional life skill approach. And the practice of starting with the CASAS leaves the students confused since the structure of the tests are so different.

Changes in process

Enrollment and orientation: Went from a system of open enrollment to managed enrollment whereby students are requested to come for a three hour orientation any Monday morning or every other Wednesday night. Of course individual circumstances are considered in scheduling. In orientation, goals are discussed, time management, learning styles, current skill levels and habits, helpful practices outside school, learning center procedures, and GED testing information.

Grouping procedures: In Room 104, with the lower levels, group instruction is held daily in math, writing skills, and many aspects of reading. As was stated above, the instruction is geared to general content areas and general competency areas in the CASAS system, rather than specific individual needs. The general areas of needs were determined from the testing, materials were gathered addressing those needs, and instruction is held in groups on a daily basis. Basic skills are addressed through the life skills and life skills are addressed through the basic academic skills. The students seem to be reacting favorably and the teacher is very positively involved in the process.

Materials were garnered from curriculum on hand as well as from newspapers, magazines, real-life situations (bills, register

slips, labels from foods showing weights and prices, nuitritional labels, maps, want ads). Specific publishers such as Contemporary, Steck-Vaughn, Mott have made available relevant materials.

In Room 101, where instruction had been more individualized with sporadic groups meeting for essay writing and when community representatives come with information, more emphasis is being placed on grouping and using life skills to teach the academic skills. The teachers are very aware of the emphasis on life skills and are leaning in that direction with their approach to teaching. Time is set aside periodically for planning. But full implementation of group life skills instruction is in process. What will be addressed in this room will be general areas of need.

Dealing with the compilation of results

It has not been feasible or practical to work with the results as compiled for each individual or for the class. Each individual competency has to be examined to determine what aspect of the specific skill is being tested. Doing this for each testee is too cumbersome. Examining the class profiles do reveal areas of general need and focus on instruction required.

When the results return from the CMMS system, a secretary records them in a table listing the students by name as they completed the appraisals at orientation time. The secretary also records the final scores on the individual information sheets kept on each individual in their assigned rooms. The profiles are then given to the teachers to make a determination for instruction.

Determining time spent on instruction between pre and post tests is an educated guess at best. Because of the nature of the learning center and the nature of student attendance, it would be an impossibility to clock individual time. Students are coming and going daily with multiple barriers to attendance, and seldom would the situation exist whereby students attend as a group steadily. Without steady attendance, it would be extremely difficult to keep track of time barring drastic structural change in the learning center.

Informally, looking at the individual results from pre to post test, many of our lower level students went down in their scores,

Other uses of CASAS in the community

Testing RCF residents: The local Residential Correction Facility was interested in a process of testing their clients as they were received from the judicial and correctional system in

order to determine if there were a need for attendance and instruction while the client was housed at the RCF. All incoming residents were referred as a group for testing on a weekly basis. The CASAS appraisal was administered along with a writing sample.

Recommendation for attendance was made on the basis of the results, taking into consideration the desires of the residents. The results of the testing is as follows:

level	A	B	C	D
reading	0	1	23	43
math	6	9	35	17

Testing CCH, Inc. Clients

This is a facility that receives prisoners from all over the United States that are in the process of being released to their own communities. The administration needed an educational program and upon discussion of the CASAS, it was decided to proceed with that instrument. The first couple of groups were tested, but their scores were so high, that it was felt the CASAS was not the viable instrument for this situation. But to meet the need of an educational program, it was decided to use some of the ideas from the content areas of the CASAS and bring in community representatives to present information in these areas and other areas the clients have expressed an interest in. It has been a very successful program.

Indian Hills Community College

CASAS Pilot Site Report For 1993-94
Prepared by Cindy Burnside

1) Location: Indian Hills Community College Adult Learning Center, 702 West Second Street, Ottumwa, Iowa 52501.

2) When we started our pilot in August, we decided to use CASAS as our intake evaluation at our orientations for every student who attended. Unfortunately, not every teacher was comfortable with the CASAS and some restart students didn't have to come to orientation and didn't receive another assessment if they had a current TABE test score in their file. We have, to date, 392 students. Of those students, we have 165 who have taken the CASAS Appraisal in both reading and math. Those who come to class following their orientation take the pre-test in both reading and math. We then use the individual profile as well as the CASAS scale score to determine their placement into our program. We have five part-time teachers who are all trained in the CASAS System and who are very capable of interpreting the assessment results.

3) The level of students who attend the Learning Center range from a 198 to a 250 on the CASAS scale and are classified as ABE I, II, & III (GED).

4) We have a wide range and a great variety of curriculum materials that we use. The two main publishers are Contemporary and Steck-Vaughn due to their own publications of free correlation to the CASAS materials. They have expended their adult book publications in the areas of employment and life skills and tie them to the CASAS Assessment System. We also use the newspaper and publications from the community. I have even developed a unit using Junk Mail. The teachers are documenting their teacher-made lesson plans so that we can share these with the other community colleges. Our last staff inservice held May 20 was called, "Your Bright Ideas That Work" workshop. Teachers from every area shared their good ideas. It was a FANTASTIC success. CASAS was the force behind such a venture.

5) We use the CASAS Lifeskills Series A,B,C,D.

6) The pre-testing is a piece of cake. The post testing is another matter. We need to come up with a better system for post-testing; that is on our agenda for the next year. We pre-tested 165. We were only able to post-test 21, but it should be noted that out of that number we had fifty students who received their GED, which is a post test also. The average pre-test score in reading-228; math-217 with the average time of instruction about 90 hours. The post-test score in reading-232; math-223. Reading had a gain of +4 and math +6. I expected the average pre-test score in reading to be higher because we had so many scores that were above 236, but we did have a significant number of very low scores that brought the average down. Those scores were some of our highest gains in the post test. Two students made a gain of 15 points in reading.

7) The CASAS test is very adaptable to the materials we have at our Learning Center. We did, however, add employee and lifeskills books from both Steck-Vaughn and Contemporary to our current list of materials. We added Daily Oral Language lessons to our group activities as well as News For You. We have five copies of the local newspaper delivered each day we have class and it is used as a lesson for group activities at least once a week, if not more often.

8) We have JTPA, Promise Jobs, Vocational, Rehab., court-appointed clients, youth shelters, to name a few of our inter-agency partners. CASAS fit right in and was accepted by all of these agencies.

9) All of the teachers now accept and use CASAS as our entry assessment as well as our pre/post test instrument. We use the CASAS competency list as one of our guides for instruction and curriculum. We see the flexibility and adaptability of the CASAS Assessment System as a valuable tool in the teaching of adults. It has given us greater depth and a bigger picture from which to draw when we help our adult learners search for answers and plan for their future. I see CASAS as ever-changing and growing, giving us the freedom to try new ideas and borrow ideas from other CASAS states. It is this sharing of "Ideas that Work" that makes CASAS so attractive to teachers. Curriculum development takes a lot of time and if we can share across the states, this will make our jobs in adult education more meaningful to both the staff and adult learners we serve.

Report on the Workplace Basic Skills Assessment
for
New Zealand Milk Products

Part I Purpose

The Comprehensive Adult Student Assessment System (CASAS) has prepared the following report in response to a request to analyze the basic skills of their employees.

Part II Procedures

Administration of an appraisal test with 25 questions in reading and 25 questions in math to the employees.

The Workplace Appraisal for reading and math are designed to give management baseline data on current employee basic skill levels. The two tests are designed to provide an initial appraisal of a learner's level of skill development in the areas of basic reading comprehension and basic math computation in an employment context. They feature the kind of reading and math workers encountered both in the workplace and in training programs.

Part III Results

Basic Skills Appraisal

Demographic data was collected at the time of the appraisal test administration. Following is a description of the 28 employees who participated in the assessment.

a. Gender - all were male
b. The average age was 42, the youngest was 22 and the oldest 60. The median age was 40 and the mode was 38.
c. Education Degrees - There were 22 participants who reported having a high school degree, one reported a technical degree, two reported an AA degree and two reported a four year degree. One participant reported no degree and said eighth grade was his last grade completed.
d. Ethnic background - Twenty seven reported they were white and one did not report anything.
e. Native language - All 28 reported their native language was English.

Reading and math basic skills appraisal results were also obtained. A summary of results follows:

Reading - The youngest participant (22) received the highest score; the oldest (60) received the lowest score.

21 out of 28 (75%) scored 233, out of those,
16 scored greater than 233 (57%)
4 scored between 230 and 224
3 scored between 221 and 216

The majority, 25 out of 28 (89%), are functioning at 225 and above which is at a high school entry level in basic reading. Those who scored 233 and >233 are at an advance level of literacy in reading and can follow more complex sets of directions, both oral and written.

Math - Math scores were very high and the correlation between reading and math scale scores was significant.

18 out of 28 (64%) scored 233, out of those
16 scored greater than 244 (57%)
6 scored between 230 and 225 (21%)
4 scored between 223 and 208 (14%)

Except for the four scores below 225 your employees are able to do entry level high school math. The 64% who scored 233 and >233 can do secondary level math and would understand instruction for advanced math.

Overall, if they scored >233 on the reading they scored >233 on the math also. The one who scored the lowest on the reading, was the second lowest on the math. The participant with the lowest math score was the fourth lowest on the reading. There does seem to be a correlation between a low reading score and a low math score.

READING 25 Questions		MATH 25 Questions	
Raw Score	Scaled Score	Raw Score	Scaled Score
13	216	9	208
15	221	14	219
15	221	14	219
17	225	16	223
17	225	17	225
18	227	17	225
19	230	18	228
20	233	18	228
20	233	18	228
20	233	19	230
20	233	20	233
20	233	20	233
21	>233	21	>233
21	>233	21	>233
21	>233	21	>233
22	>233	22	>233
22	>233	22	>233
23	>233	22	>233
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24	>233	25	>233
24	>233	25	>233
25	>233	25	>233

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CASAS Scale Score Interpretation WLS

Below 215

* Learner needs basic skills training.
* Learner is able to fill out simple forms.
* Learner is able to demonstrate some basic computation abilities.

215-230

* Learner is functioning above a basic literacy level but below a high school level.
* Learner needs basic skills instruction in following more complex sets of directions.
* Learner is able to handle basic literacy tasks and basic computation skills in a functional setting related to employment.

Above 230

* Learner is functioning at or above a high school entry level in basic reading and math.
* Learner can perform work involving following oral and written directions in familiar and unfamiliar situations.
* Learner can meet routine work demands.
* Learner can comprehend and demonstrate higher order thinking skills.

CASAS Scale Scores vs Grade Level

The CASAS scale is different from some forms of test scoring and interpretation, such as percentage scores or scores which indicate that a student is functioning at a particular grade level. As in tests such as the SAT and GED, which are also for adult students, CASAS is not a grade level test. The development of CASAS fills a critical void in the measurement of literacy for adult and secondary students. The most frequently used literacy tests are inappropriate for adult/secondary students functioning below the high school level.

There are several problems associated with use of grade level formulas to assess the abilities of adult and youth populations. first, the tests on which they are based are designed to place students into typical textbook courses of study used in grades 1-12. This makes the content of these tests less valid for adults and special populations. Grade levels do not relate to the appropriate curricula nor to the typical vocabulary, reading materials, language skills, and mathematical problems encountered in everyday life. In addition, the readability formulas used to determine the difficulty level of such tests employ mechanical measures such as word or sentence length, grammatical relationships, and commonness of sentence patterns. Such measures do not take into account an adult student's work and other experiences, nor do they consider the diversified cultural backgrounds of students. Student scores on such tests are generally compared to the scores of student "norm groups" in elementary grades to assess their level of functioning, another practice which renders them less valid for adult students. Finally, there is no universally used measure of basic skills making scores from different reading tests difficult to compare. Resulting information often is neither relevant nor useful.

The CASAS scoring system is consistent for describing student functional literacy across all tests. First, the items from which the tests are constructed are selected and field tested for relevance to the student and curriculum used in actual adult alternative education and youth education programs. Secondly, the scoring of tests is based on item response theory and utilizes the Rausch Scale, a model of standard assessment named for the Danish mathematician who developed the theory. Each individual test item has been placed on a scale of difficulty in relation to every other item in the Item Bank. The scale is a regular interval scale which can be visualized as a yardstick where any combination of items can be place in relation to each other as more or less or equally difficult. This means that all CASAS tests constructed from the Item Bank can be related to one another on the same scale of difficulty. Therefore, tests can be created from the Item Bank for different content areas, for specific competencies, and geared to beginning, intermediate, advanced or special populations.

Thank you for participating in the New Zealand Milk Products' basic skills survey.

I hope that this basic skills appraisal has helped to build your confidence as a valuable employee.

Below are your reading and math results, total correct over total number of items.

READING **MATH**

On the attached sheet I have highlighted the test items you missed.

No other employee will know your scores unless you choose to tell them.

Again, thank you!

Cindy Burnside
Consultant

Susan Henning
Consultant

bh

Attachment

CASAS Pilot Site Report-Tenco
Prepared by Linda Tuller

1) Type of location for CASAS pilot: Work activity site.

2) The numbers of those who participated: students-15, teachers and support staff-6.

3) The level of students involved in the project was in a range from the lowest CASAS special needs assessment, AAAA, to the highest level, D. Most of the clients fit the special needs classification.

4) The specific type of CASAS assessment instrument that was used was the Lifeskills series. We used the AAAA, AAA, AA, A, B, C, D.

5) The types of curriculum materials used varied from published workbooks from Steck-Vaughn, New Reader's Press, Janus, and countless others to teacher made materials, Newspapers, County Extension, maps, Dictionaries, calculators, community resources and services, Tenco Curriculum to name just a few.

6) The results of pre and post-testing with an indication of the average amount of time between pre/post and the average gain on the CASAS scale was 300 hours of instruction with a 4 point gain in scale score.

7) Adaptability couldn't have been better. The CASAS Life skill series fit right in to the curriculum already in place. CASAS gave use the ability to assess what the student knew, were to target instruction and what areas we had missed that we assumed were already learned.

8) Inter-agency cooperation was excellent. Heartland and the Learning Center share students with Tenco, having an assessment we could all use was great. That has never happened before. The Learning Center used TABE and Tenco used BIC. Each facility understood their assessment, but not the assessment used by others.

9) Anecdotal observations. The program manager here at Tenco feels that CASAS assesses a wider variety of skills in a reasonable amount of time and gives a better indication of the skill level of its clients. The individual and class profiles offer all the instructors good curriculum ideas. The first year has been a learning experience for all and next year should bring about even greater understanding and application of CASAS.

READING QUESTIONS

No. Missed

1-2	Employee Time Sheet
3-4	Signs At Work
5-6	Work Experience Record
7-8	Graph
9-10	OSHA Information
11-12 -13	Employee Handbook Personal Business Leave
14-15 -16	Notice About Food Certificate Program
17-18	Flow Chart
19-20	Employee Handbook on Soliciting & Vending
21-22	Table Of Contents
23-24 -25	Article On Employee Trends

MATH QUESTIONS

No. Missed

26	Add
27	Subtract
28	Multiply
29	Divide
30	Subtract, Decimal
31	Multiply, Decimal
32-33	Shipping Chart
34-35 -36	Pay Stub
37-38	Geometric Solids
39-40	Time Zones
41-42	Dials
43	Rate Of Pay - Word Problem
44	Income Tax Form
45-46	Graph
47-48	Floor Plan Square Feet Perimeter
49	Wage Stub
50	Percent From Wage Stub

NAME	READING Pre-Test CASAS		MATH Pre-Test CASAS		READING Post-Test CASAS		MATH Post-Test CASAS		
	DATE	SCALE SCORE	DATE	SCALE SCORE	DATE	SCALE SCORE	DATE	SCALE SCORE	NO. HOURS

CASAS Pilot at Heartland Rescare
Prepared by Barrie Carlson

1) Type of location: Heartland Rescare is an 80 bed residential care facility located in Ottumwa, Iowa, serving the needs of mentally retarded, mentally ill, addicted, adjudicated and homeless persons in southeast Iowa. Most of the clients have dual or poly diagnoses and are court committed. Ages range from 18 years old to over 90 years old. Placement at Heartland has been adjudged to be the "least restrictive" environment for this population with future placement in the community in an even less restrictive environment planned in the future.

2) The Pilot project involved 50 students and 6 teachers.

3) The level of students involved in the project ranged from special needs, ABE I, II, III to GED.

4) The types of curriculum materials have included: Steck Vaughn, other text and workbook materials as were appropriate to the student, teacher made materials, field trips, materials from the community appropriate to the skill to be learned or to be reinforced, outside speakers, CASAS developed materials from Kansas, Oregon, and Maryland, and anything that looked like it might work with our diverse and difficult population. We used individual teaching as well as group activities and tours. We visited stores, shops, banks, and businesses. Emphasis was on practical learning.

5) Specific CASAS assessment instruments that were used: The CASAS Lifeskills Series--special needs AAAA, AAA, AA--A B C D.

6) The results of the pre/post testing showed a gain of 4.5 with 90 hours of instruction between pre/post. The special needs assessment has only one score. There is only one assessment booklet per level. The A through D has four assessment booklets for each level: two for reading, two for math. This allows for a different assessment booklet for the post test. Special needs uses the same test.

7) Adaptability: CASAS materials proved to be very adaptable to Heartland because of our extremely diverse population, very low functioning to college graduates and professionals. We were able to tailor a program that could meet the immediate needs of individuals needing to brush up on skills as well as teach basic skills to individuals who had been institutionalized for several decades. Because CASAS is a criterion-referenced assessment, the pre-test in not timed. This is especially helpful for our clients due to the medications alot of them take which slows them down.

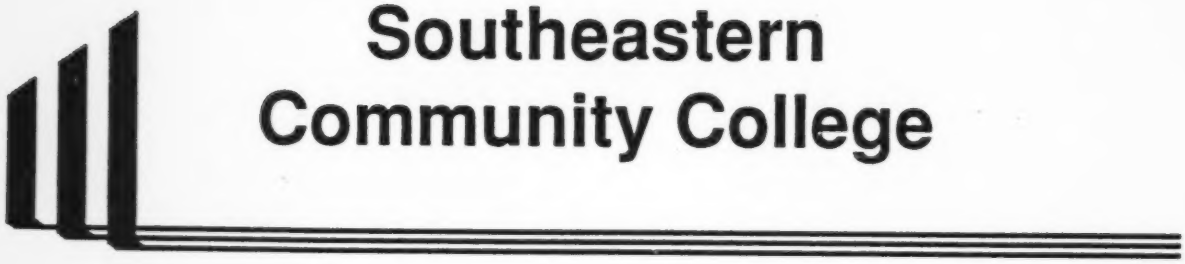
8) Inter-agency cooperation: Heartland shared information between Tenco, the sheltered workshop, and the judicial system. By working together, both systems could plan the future and make realistic goals for some seriously impaired, adjudicated people.

9) Anecdotal observations: Although many of our clients are seriously mentally ill, they responded very well to the CASAS assessment. They appreciated the individual time spent with them during the test and again after the test when we went over the individual profile showing strengths and weaknesses. These profiles also help to document and plan goals for our clients. Due to the large range of scaled score interpretation, this assessment could be given to everyone. We did, however, have to consider the mental state of those mentally ill. CASAS says that there are some patients who should not be tested.

Many of our clients are older and have not taken basic skills tests in many years. They needed the time flexibility that CASAS offers and most liked the tests when they were done. They felt like it assessed what was relevant to them.

Our staff and teachers also found CASAS to be invaluable. It gave them a place to start. Our clients are the people who fall through the cracks and have no place else to go. Nobody wants them and they are woefully lacking in almost every skill, social as well as academic. We were able to pinpoint areas that can be quickly and easily taught in order to give them a sense of accomplishment and to work on more difficult and complicated areas at a slower pace.

CASAS is not perfect, no test is, but it certainly is the best assessment tool we have seen. It has flexibility and adaptability for every program. Many times, it is not"what" is taught, but"how" it is presented.


Southeastern
Community College

CASAS Pilot Site Report
Southeastern Community College

During fiscal year 1994, Southeastern Community College participated in Comprehensive Adult Student Assessment System (CASAS) orientation and began the implementation of this assessment tool.

Overview of the SCC Project

SCC is implementing CASAS under a phase system:

Phase I	Introduction to CASAS
Phase II	Voluntary participation by instructors of classes serving special populations
Phase III	Mandatory participation at all sites serving special populations
Phase IV	Orientation/Training of ABE staff not previously trained
Phase V	Training available to staff for specialized CASAS components (ECS, WLS, etc.)

Phase One was completed during fiscal year 1994. Introduction to the CASAS system was provided at SCC's fall ABE staff development meeting (Oct. 1993). A follow up report was provided at the spring meeting by two of the program's implementing instructors. Supplementary written materials, as well as the CASAS film, were accessible to teachers, coordinating agencies and community/outreach personnel.

Phase Two of the implementation plan provided for the training of instructors whose work assignment is in classes with students having special needs. Individual sites include residential facilities, work activity centers and sheltered workshops. These sites provide training and services for individuals who are challenged by mental retardation, developmental disabilities and mental illness. Because exposure to CASAS was so recent, teachers were encouraged initially to explore implementation of the system at a rate and method appropriate to their own comfort zone. It is our goal to assure that ABE programming be sensitive and meet the needs of coordinating service agencies as well. With this approach we hope to achieve voluntary acceptance as reflected in higher levels of participation, enthusiasm and support for the project.

Phase Three involves activities and goals for fiscal year 1995. Each of the sites serving special populations move from voluntary participation to mandatory use of the system. Goals also include the collection and development of CASAS responsive curriculum.

Phase Four provides for the training of all ABE staff who have not previously received orientation and instruction in the use of the Life Skills Survey Achievement component of CASAS. Fiscal year 1995 is targeted for meeting the objectives of this goal.

Phase Five includes training for staff whose students, or the requirements of coordinating agencies would benefit from specialized CASAS components such as the Employability Competency System (ECS), Workforce Learning System (WLS), and Workforce Learning System for Adults with Special Workforce Learning Needs. The timeline will be established as training opportunities become available through the state training system.

Development of increased community and agency training programs is underway. As with all projects, activities of planning, organization, delivery, monitoring, revision and reporting are ongoing.

In response to the Guidelines for Submission Memo # 94.024, the following reflect the experience of Area XVI with its CASAS Pilot Project during fiscal year 1994.

1. Location in which Pilot conducted

Types of learning environments included program centers serving persons who experience developmental disabilities, mental retardation and or mental disabilities. One site provides thirty day residential treatment for chemical abuse and one site is a JTP site. They are:

Hope Haven (MR/DD/MI)	Evaluation Work Activity Sheltered Workshop Licensed Residential (RCF-MR) Supported Employment Home & Community Based (M'Caid Program)
Eagle Summit (MR/DD/MI)	Community Placement Work Activity Sheltered Workshop Licensed Residential Facility
Henry County Care (MR/DD/MI)	Work Activity
Washington Heights (MR/DD/MI)	Licensed Residential Facility
Iowa Residential Treatment Center	Residential Treatment Center
JTPA	Job Training Programs

2. Number of Students, teachers and support personnel in Pilot project

A total of seven teachers, sixty-six students and one coordinating support staff member participated in the project.

3. Level of student performance involved in the project

Because SCC chose to implement CASAS initially with sites serving special populations, of the initial sixty-six students participating, most performance was within the ranges of Level I. Sampling at a JTP/PROMISE JOBS site and chemical treatment program (which explored,but did not purchase system until May, 1994) resulted in broad range of abilities from Level II through GED.

4. Types of curriculum materials used in the project

The CASAS STRETCH Curriculum was purchased as a resource, but most of the materials were drawn from the students' environments. Modification and development of ideas has occurred with existing purchased materials from publishers of curriculum materials specific to ABE and special needs adult students. Teachers rely on resources available which identify and correlate specific CASAS competencies with commonly used curriculum. In recent months, publishers have now created reference guides to help in this process. Steck-Vaughn and Contemporary Books are two resources for materials.

5. Type of CASAS instrument used

The specific types of CASAS assessment instruments used were those for Special Populations and consisted of Locators and assessments in Levels AA, AAA, AAAA, and AAAAA. In addition Life Skills Survey Achievement Tests were used from levels A, B and C. One of the class sites participated in a CASAS field test under the direction of Virginia Posey and has been granted use of a Pre-A Level instrument. There has been recent purchase of Levels A through D by one of this area's residential treatment centers which had opted for full conversion to the system.

6. Results of pre and post-testing

Pre and post-testing occurred in twelve week intervals. Results reflect an average gain of six points with special populations' students. Those in PROMISE JOBS and residential treatment reflected more diversity. Eight students achieved GEDs.

7. Adaptability

The CASAS material for special populations was found to be very adaptable. However, there was an identified need for additional material to address the needs of those students whose abilities were between A and AA. We participated in a field test to address this problem and are now utilizing the Pre-A Level Assessment.

8. Inter-agency cooperation

Our primary pilot site, Hope Haven, has identified the significance of CASAS and its usefulness in client programming. CASAS aligns well with the agency's mission and is recognized as reliable and beneficial by the Commission of Accreditation of Rehabilitation Facilities. Agency personnel and SCC instructors work closely to coordinate efforts and rely heavily on the results of the CASAS assessments for determining goals and appropriate program approaches for clients. In other settings, internal changes have competed for agency attention. However, host sites continue to present staff development programs about CASAS and express strong interest for continued implementation. One treatment site recently purchased CASAS and is has converted fully to its use. A PROMISE JOBS program has utilized the assessment on a trial basis, and this area's JTPA director expresses interest. We anticipate the establishment of a pilot project within the JTPA system during fiscal year 1995.

9. and 10. Anecdotal observations and comments

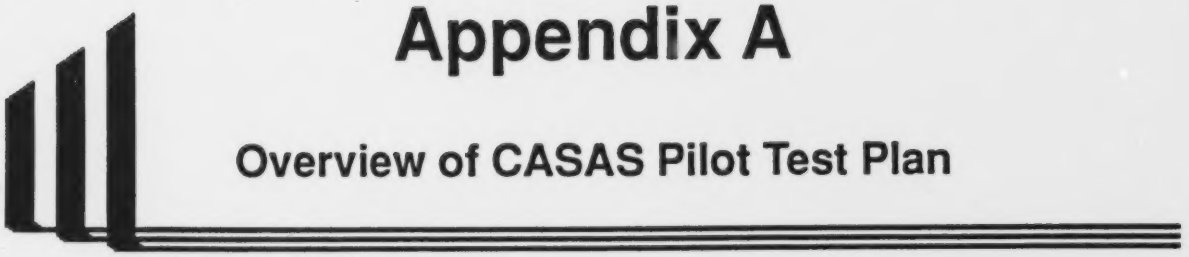
-Score interpretation table provides important additional information.
Example: A CASAS score interpretation indicated that a client who demonstrated inappropriately excessive behaviors in most activities could not follow oral instruction and demonstration would be a more affective approach. Once this approach was implemented in the classroom and incorporated in his residential programming the behaviors diminished and eventually ceased.

-Challenges: The program has several specialized components, each requiring separate training sessions. Attaining, distributing and storing the large number of different forms and materials is a challenge to the central office as well as to individual classrooms; particularly those located in non-SCC facilities.

-Area XVI has only part-time instructors who do not receive payment for preparation. Locating materials which can provide quick and appropriate teaching response to competency needs is frustrating to some of the teachers.

-Recommendation: Make training of each component available to two persons per school system. In this manner, there would be greater assurance for receiving complete information. Also, due to diversity in use/application of system, the two person approach helps to balance perspective and intent. By considering one instructor and one coordinator or designated person, questions regarding administration, reporting requirements, expense and staff development can also be addressed. The CASAS requirement that orders can be taken for materials only from CASAS trained persons leaves programs vulnerable if that single trained individual is not available.

-**Strength** of CASAS is that it is a system. We now have a process which specifically links each step in a coordinated manner from assessment to outcome!



Appendix A

Overview of CASAS Pilot Test Plan

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, Ed.D., DIRECTOR

NO: 93.019

DATE: December 2, 1992

TO: ABE Coordinators and Pilot Site Personnel

FROM: Bureau of Educational & Student Services

SUBJECT: Overview of CASAS Pilot Test Plan

INTRODUCTION

The purpose of this memorandum is to outline the processes and procedures for the overview of the CASAS Pilot Site Test Plan. The purpose of the pilot testing is to determine the feasibility of implementing CASAS as an instructional, curriculum, and assessment tool to be utilized in Iowa's Adult Basic Education program.

The following community colleges have agreed to serve as CASAS pilot test sites:

1. Northeast Iowa Community College
2. Iowa Lakes Community College
3. Iowa Central Community College
4. Kirkwood Community College
5. Western Iowa Tech Community College
6. Indian Hills Community College

BACKGROUND

In line with the overall recommendation from the recently completed competency based workshop involving Charlene Walker from the Oregon State Department of Education, we are now pursuing the next logical step. This step is to determine if the Comprehensive Adult Student Assessment System (CASAS) would be a strategy that can be utilized in implementing competency based education in the Adult Basic Education programs in Iowa's community colleges. The logical way to approach this whole issue to conduct a series of pilot tests in a variety of educational settings with a number of Iowa's community colleges and evaluate the results.

This memorandum is being sent to all Adult Basic Education coordinators, as a point of information, and specific pilot test site coordinators. In developing the major overview for planning the CASAS pilot test, I have been in contact with Leslie Iverson from CASAS who is working with me to coordinate the overall CASAS pilot test activities.

GRIMES STATE OFFICE BUILDING/DES MOINES, IOWA 50319-0146

STRATEGIES

The following timeframes and events will constitute the major phases of the pilot testing phase of the project:

Phase I - Initial Training for 6 Pilot sites, March 9 & 10, 1993, Des Moines Area Community College Conference Center

Participants - Team leader and one or two instructors from each participating community college

Purpose - To provide participants with training in the use of the CASAS system.

CASAS Certified Trainer will facilitate training on the use of the assessment tools and resource materials necessary to implement a competency/outcome based program. Training will focus on the integration of assessment, curriculum and instruction. Attention will be given to the use of the system with a variety of adult learners in a variety of learning environments. Time will be devoted to developing an implementation plan and specific strategies for each individual pilot site. The plan will include an evaluation of the implementation process and key elements.

Participants will be introduced to the CASAS Certified Trainer Classifications and the necessary steps for each category of certification.

Following training, pilot programs will be expected to order materials and proceed with implementation.

Phase II - Technical Assistance for 6 Pilot Sites, 4-6 months after Phase I, September 21-22, 1993, Des Moines Area Community College Conference Center

Participants - Team leader and one or two instructors from each participating community college

Purpose - To Provide technical assistance training and review the results of the first phase of implementation, and refine the implementation process.

CASAS Certified Trainer will facilitate this training and program teams and key representatives will be expected to play an active role. The first phase of implementation will be evaluated and strategies for proceeding with implementation will be discussed. Program representatives will be expected to prepare for training with questions, ideas that worked and did not work, and suggestions for continuation. An analysis of the initial data will be conducted by CASAS and used in Phase II training to provide feedback to programs. Using aggregate data for program planning and program evaluation will be included.

During the phase, site visits may be conducted to provide sites with program specific technical assistance, to document key components that have been implemented, and to support program staff in their next steps of implementation.

REIMBURSEMENT

All expenses incurred by the six community colleges involved in the pilot test site will be fully reimbursed through a 353 Project. Therefore, there will be no cost incurred to the participating community colleges. The ABE coordinators should make note of the fact that there are two specific training sessions for pilot site personnel. One is March 9 & 10, 1993 and the other is September 21 & 22, 1993. Even though the training sessions are specific to pilot site personnel, any ABE coordinator is invited to attend the session for monitoring or for gaining insite into what the pilot test phase of CASAS involves.

SUMMARY

As more information becomes available, I will send out regular communicntions to the ABE coordinators regarding specific aspects of the pilot phase. I have enclosed a questionnaire entitled "CASAS Pilot Site Information Sheet" for each one of the six pilot sites to complete. Please return the enclosed questionnaire to me no later than December 15, 1993. If you have any further questions, please contact me.

Sincerely,

John Hartwig, Consultant
Bureau of Educational & Student Services

JH:pv

Encl.

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

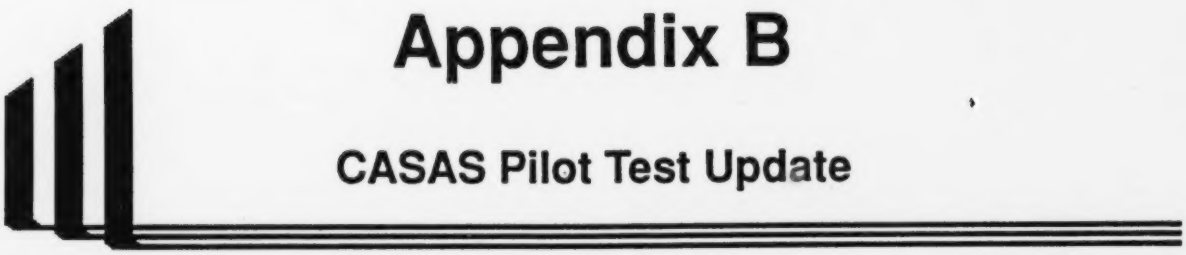
Community College: _____
(Name)

*CASAS Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Pilot Test Site	Number of Personnel Per Pilot Test Site

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education



Appendix B

CASAS Pilot Test Update

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, ED.D., DIRECTOR

Memo: 93.022

Date: December 18, 1992

To: ABE Coordinators

From: Bureau of Educational and Student Services

Subject: CASAS Pilot-Test Update

INTRODUCTION

The purpose of this memorandum is to provide an update on the Comprehensive Adult Student Assessment System (CASAS) pilot test activities. There has been an additional pilot site added to the original six community colleges. Iowa Western Community College will be the seventh pilot test site. In addition, Des Moines Area Community College and Eastern Iowa Area Community College will participate in "baseline assessment" activities. The purpose is to gather background information and pre-assessment data on an additional sampling of 60-90 Level I and Level II ABE/ESL students. These sites will assure that an adequate representative random sampling of Iowa's ABE/ESL/GED target populations has been achieved in the pilot test phase of the CASAS project.

Enclosed is a copy of the information provided by the pilot sites regarding: (1) locations, (2) types, (3) educational functioning levels, (4) number of students, and (5) number of personnel involved in the pilot test. A summary of the reports precedes the individual pilot site reports.

ANALYSIS

The summary sheet indicates: (1) there are a total of 17 pilot site locations, (2) there are a total of 8 different types of classes in the 17 locations, (3) the majority of the participants' educational functioning levels are at the beginning or intermediate ABE level, (4) there are approximately 335 pilot site participants, (5) there are 32 personnel (combination of part-time and full-time) involved in the pilot test.

The data would indicate the following observations: (1) there is a representative sample of the different types of locations in which ABE/GED classes are held throughout Iowa, (2) the various types of locations are representative of the locations in which classes are held throughout Iowa, (3) all educational functioning levels are represented, (4) the student representation is adequate, (5) the number of personnel involved in the pilot test phase is adequate.

The overall observation is: **the CASAS pilot testing phase will yield the data and perceptions necessary to determine what the next step will be regarding the use of CASAS in Iowa's ABE/GED program.**

GRIMES STATE OFFICE BUILDING/DES MOINES, IOWA 50319-0146

OREGON PILOT SITE VISITATIONS

The Iowa pilot test coordinators, or their designee, will visit CASAS sites in Oregon comparable to the Iowa CASAS pilot site locations. This will enable the pilot test coordinators to observe the use of CASAS in an "operational educational environment". Sharlene Walker, from the Oregon Department of Education, will coordinate the Oregon visits.

The site visitations will take place April 21-25, 1993. This event will occur approximately five-six weeks after the initial training session, to be held in Des Moines on March 9-10, 1993. A video, documenting the visitations, will be produced by the pilot test coordinators for use as a staff development tool. The observations, gained from the Oregon visitations, will prove invaluable in the process of formulating key decisions about the future use of CASAS in Iowa.

SUMMARY

The preparation for the advent of the CASAS pilot test phase is "on track" and "on schedule". I will keep you informed of future events.

Sincerely,

John Hartwig, Consultant
Division of Community Colleges

JH/bse

Summary of CASAS Pilot Site Information Sheet

Type of Pilot Site Location(s)		Type of Class(es)		Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
N	Type	N	Type		N	N
7	Learning Center	1	Jobs	Intermediate ABE	8	1
3	Correctional Institution	6	Learning Center	All ABE Levels/ Adult Secondary Education	96	12
3	Institution for Disabled	3	Corrections	Beginning/ Intermediate ABE/ESL	123	7
2	Work Site	2	Institutional-ized	Beginning ABE	32	5
1	Community Based Organi-zation	2	Work Site	Beginning ABE	34	3
1	Alternative High School	1	Alternative High School	Adult Secondary Education	20	2
		1	Work Activity Center	Beginning ABE	12	1
		1	Self-Contained ABE/GED	Beginning/ Intermediate ABE	10	1
Total 17		17			335	*32

*Combination of part-time and full-time

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Northeast Iowa Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Learning Center	Jobs	Intermediate ABE	8	1
Worksite	Sheltered Worksite	Beginning ABE	20-25	1

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

BEST COPY AVAILABLE

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Iowa Lakes Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Alternative High School	Alternative High School	Adult Secondary Education	20	2

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Iowa Central Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Correctional Institution	Corrections	Beginning ABE/ESL Intermediate ABE/ESL Advanced ESL	80-100	1 Teacher 1 Aide per clssrm 2 Volunteers
		Adult Secondary Education		

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Kirkwood Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Learning Center	Learning Center	Intermediate ABE	10	2
Learning Center	Learning Center	Beginning ABE	10	2
Correctional Institution	Corrections	Intermediate ABE	10	2

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Western Iowa Tech Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Local Instit.	Institution-alized	Beginning ABE	20	1 (PT) *
Local Instit.	Work Activity Ctr.	Beginning ABE	12	1 (PT) *
Community Based Organiza-tion	Self-Contained ABE/GED	Beginning/ Intermediate ABE	10	1 (PT) **
Learning Center	Learning Center	Beginning ABE	10	1 (PT) *
Learning Center	Learning Center	Beginning/ Intermediate ABE	25	1 (FT) 1 (PT) *

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

*14-18 hrs./wk.
**Less than 5 hrs./wk.

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CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Iowa Western Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Learning Center	Learning Center	Beginning ABE/ ESL Intermediate ABE/ESL	20-25	5
Correctional Institution	Corrections	Beginning ABE/ESL Intermediate ABE/ESL	20-25	3

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

CASAS Pilot Site Information Sheet

Directions: Please complete the following items for the CASAS pilot test sites in your district.

Community College: Indian Hills Community College
(Name)

Type of Pilot Site Location(s)	**Type of Class(es)	***Educational Functioning Level of Pilot Site Participants	Number of Participants Per Type of Class	Number of Personnel Per Type of Class
Type	Type		N	N
Learning Center	Learning Center	Beginning and Intermediate ABE/ Adult Secondary Ed.	15-20	2
Local instruction for the disabled	Institutional-ized	Beginning ABE	10-15	2
Work Site	Work Site	Beginning ABE	10-15	2

*Indicate pilot site location from the following listing:
1. Local Education Agency
2. Community College
3. Learning Center
4. Correctional Institution
5. State/local Institution for the Disabled
6. Work Site
7. Library
8. Community Based Organization Center
9. Home or Homebased
10. Other (Specify)

**Indicate type of class from the following listing:
1. JTPA
2. JOBS
3. Learning Center
4. Corrections
5. Institutionalized
6. Work Site
7. Alternative High School
8. Other (Specify)

***Indicate educational functioning level of the participants from the following listing:
1. Beginning
   A. ABE
   B. ESL
2. Intermediate
   A. ABE
   B. ESL
3. Advanced ESL
4. Adult Secondary Education

Appendix C

Guidelines for Submission of CASAS Pilot Site Reports

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
AL RAMIREZ, ED.D., DIRECTOR

MEMO: 94.024

DATE: January 14, 1994

TO: CASAS Pilot Site Coordinators

FROM: Bureau of Educational and Student Services

SUBJECT: Guidelines for Submission of CASAS Pilot Site Reports

This memorandum is to provide guidelines for submission of the CASAS Pilot Site Reports. Two copies of the report should be sent to me by July 15, 1994. In writing the report be comprehensive in scope but concise and to the point. In addition to the report, please send any copies of materials that have been developed by your project. The report should cover the following areas:

1) Type of location in which the CASAS Pilot Site is conducted (i.e. corrections, learning center).
2) The number of students, teachers and support personnel involved in the Pilot Site project.
3) The level of the student involved in the project (i.e. ESL ABE Level I, II or III GED).
4) The types of curriculum materials that were used.
5) The specific type of CASAS assessment instruments that were used.
6) The results of pre and post-testing with an indication of the average amount of time between pre/post and the average gain on the CASAS scale.
7) Adaptability. How adaptable are the CASAS materials to the specific pilot site location?
8) Inter-agency cooperation. What other agencies were involved in the Pilot Site and how successful were the CASAS materials to the adaptability of the agency clientele?
9) Anecdotal observations. Please list the important observations that instructors and/or Pilot Site coordinators observed during the pilot test phase. This is important since it will give an insight into the key observations that teachers and faculty made about the adaptability of CASAS.
10) Other observations or other information that you feel would be important to include in your report.

Given the diversity of the different CASAS Pilot Site Projects, the guidelines are generalized to serve as a reporting format. Your individual report should reflect your own writing style and include other sections that you feel are important. The main criteria to follow in drafting your report is to write it in a clear, concise manner. Please keep your reports under ten pages.

If you have any questions, please contact me.

Sincerely yours,

John Hartwig, Consultant
Bureau of Educational Student Services

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